

Manitoba



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**Preparing Yourself for Using
New Careers Competency Based
Training and Education System
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INTRODUCTION

Welcome to New Careers!

Most staff who come to New Careers are not familiar with C.B.T.⁽¹⁾, and start by assuming it is similar to other forms of adult education that they have experienced. The C.B.T.E. approach is based on concepts somewhat different from those that form the basis of the conventional approach to education.

This manual is an overview for staff of the New Careers Program. The purpose of these articles is to acquaint new staff with the philosophy and methodology of the New Careers Competency based system.

New Careers is an affirmative action center and offers an alternative accredited post-secondary education and training program. It's mandate is to train adults for specific jobs. Our experience and adult education theory tells us that C.B.T.E. is the best way to ensure that our trainees are adequately prepared for the demands of their jobs, and that they have the knowledge, skills and attitudes required to perform competently.

C.B.T.E. is used by New Careers to facilitate and enhance the process of training adults. It is a system for planning comprehensive job specific training programs. It is also a system that plans classroom training modules and on-the-job training modules based upon a set of pre-determined competencies. It is a step in the direction of more effective educational planning that utilizes clarity in stating what is expected of participants in the training program. The trainee (worker-in-training) does not have to guess what is expected in the program, he/she simply has to refer to a list of competencies and perform these at a specific standard. Your effectiveness as a trainer/coordinator with New Careers could be increased by the thoroughness that you give to studying the philosophy and methodology of Competency Based Training and Education.

1. Throughout this booklet, C.B.T., C.B.T.E. or C.B.E. - Competency Based Training and Education will be used interchangeably.

These articles serve only as an introduction. Hopefully most of the questions that the reader has regarding C.B.T.E. at New Careers will be answered here. Any further questions can be referred to the Director of Education of New Careers or the staff consultant on Competency Based Education. As you proceed to apply the New Careers C.B.T.E. system you will acquire new insight into the philosophy and effective application of the model in planning, training, designing and delivering modules, and evaluation. We hope you will record and share these insights with the rest of us

JOHN MACKENZIE, Director of Education
LOUISE GORDON, Training Consultant

When you have studied the article and can (a) articulate it in your own words
(b) discuss it with another person - check with a date).

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OVERVIEW TO THE NEW CAREERS PROGRAM

ACTIVITIES & PHILOSOPHY

New Careers was established in 1971 by the Government of Manitoba.

1. PROJECT ACTIVITIES

Each project that is begun at New Careers follows a specific process for planning and implementation. This process is designed to ensure that all critical steps and issues are highlighted and dealt with in a common manner.

These activities are as follows:

- a) Training possibilities are initiated either by New Careers or by an agency or group requiring training
- b) New Careers receives an official request for training from the specific group. This group may be an agency, institution or board of directors
- c) These requests for training are analyzed by the Senior Project Co-ordinator, the Director of Education and the Director of the New Careers program. Their recommendations are forwarded to the Deputy Minister for approval.
- d) Upon receipt of approval, staff for the project are hired, selected, re-assigned as required. This selection is completed by the Senior Project Co-ordinator and Director of Education
- e) Details of the training project are negotiated. Present at this negotiation are staff from the sponsoring agency and the New Careers Senior Project coordinator and the specifically assigned project coordinator.

The details that are negotiated are as follows:

- (i) training site locations
- (ii) on the job training placements
- (iii) number of trainees in the project
- (iv) the complete competency based training plan
- (v) training resources

- (vi) time frames for planning the training, time for obtaining approval, starting date
- f) A process is established to plan, deliver and evaluate training in a co-operative manner between New Careers and the agency.
- g) Trainees are recruited, interviewed and selected based upon established criteria. They are generally affirmative action criteria
- h) A supervisor's workshop is conducted for all of the on-the-job trainers (supervisors)
- i) Classroom training modules are delivered utilizing a competency approach. An adult basic education program is also provided - enabling those who can to obtain their G.E.D. - 12
- j) On-the-job tasks are identified, developed and assessed. Workers-in-training are given progressive responsibility until they have practiced and develop all job tasks
- k) Workers-in-training are provided with feedback regarding their learning progress both in the classroom and on the job. Formal evaluation conferences are conducted at the job site.
- l) Personal support (employee assistance program) is available to workers-in-training throughout the training period by the trainers/coordinators and supportive supervisor
- m) The project coordinator facilitates the on the job training.
- n) The above steps enable the workers-in-training to graduate as competent practitioners. Certification is based on demonstrated performance job tasks.
- o) A training project evaluation is completed that reviews all areas of the training project from recruitment to classroom training, workplace, strengths and weakness of the project and finally recommend alternative solutions.

2. OVERALL PROGRAM GOAL

To increase the educational opportunities of those adults in the Province of Manitoba who have been structurally excluded from receiving higher education. People for whom the program is designed are generally of native ancestry, women and others who would be considered for affirmative action training. The training allows people to take their place in paraprofessional or professional jobs, a variety of human service or management positions. These positions are in both the public and private sectors of employment.

3. PRIMARY PROGRAM OBJECTIVES

- a) To increase the number of trained people from both Northern and Southern communities to competently deliver necessary services in their home communities.
- b) To increase the skill level and employability of those adults who have been confronted by barriers to employment and higher education
- c) To increase the number of Manitobans, particularly those of affirmative action status to meet entry level requirements for employment in paraprofessional and professional, managerial and human service positions

4. PROGRAM OUTPUTS

New Careers strives to graduate competent practitioners in designated fields of employment. These people have been trained to meet entry level requirements for employment in targeted positions. They demonstrate they can perform the competency to the acceptable standard. Graduates receive a New Careers - Post Secondary Adult and Continuing Education (PACE) Certificate or in some cases a Community College Certificate.

5. PRIMARY PROGRAM IMPACTS

The intent of the program is to graduate practitioners who will become fully employed either by their training agency or by another agency in a comparable position.

6. SECONDARY PROGRAM IMPACTS

Several benefits are gained by those people who have been trained by New Careers. These are not intended benefits but are direct results of the training program. These are:

- a) graduated practitioners who seek further training or higher education
- b) graduates who seek higher level jobs

WHAT IS COMPETENCY BASED TRAINING AND EDUCATION?

CBTE is considered by many to be one of the most significant training and education innovations of the last fifty years. CBTE first came to the New Careers Program in 1975. Since that time we have refined our use of the methodology, becoming more efficient each year. New Careers staff have provided innovative changes to, a) developing a training plan, b) module design, c) module delivery, d) evaluation of learning progress - classroom competency records and, e) on-the-job performance achievement. The purpose of all of these modifications is to enable trainees to graduate from the New Careers program as competent practitioners.

CBTE caught the attention of the Provincial Community College system in 1983 with material from New Careers. They however developed their own C.B. system. As well as in Manitoba, the competency system is used in almost all provinces and territories in Canada. It is used in many states in the U.S., at the K-12 level, Community College and University level. In the U.S., several of the states have entire public school system which are competency based. CBTE is a rapidly growing and sustaining movement which has led to the improvement of training and education.

New Careers defines a competency as the ability to perform a specific job task, successfully meeting a performance standard. Specific theories, skills and attitudes facilitate performing the job task competently. The basic intent of CBTE is to aid the achievement of behaviors or competencies needed for successful on-the-job performance. Our trainees are actually workers-in-training as opposed to students. Normally they are in the classroom for 2 weeks out of every two months, and on the job for the remaining 6 weeks. While in the classroom, trainees are introduced to necessary job competencies (knowledge skills and attitudes) which they practice and develop when they are back on the job.

ESSENTIAL ELEMENTS OF CBTE

a) TRAINING CONTENT IS BASED UPON ACTUAL WORK TASKS TO BE PERFORMED

The first and probably most important step in the training development process is determining the actual need for specific skills. In conventional education programs, curricula is often based upon topics listed in a text book or identified in course outlines, and/or the professor's own prior experience and preference. Unfortunately this system cannot guarantee that it will reflect the "real need" of work for the adult learner. This leads to one of the basic strength of New Careers C.B. approach to training. The skills to be developed are identified by the people who best know what the realistic job tasks are, in a given occupation. These are the job supervisors and job experts in the occupation where the training project will be taking place. After some experience on the job, the trainee may also have input into the training plan. In a community based project, where its appropriate, community members would also have input, as would boards of directors of specific agencies. Training plans are approved by agencies and their boards - CBTE takes the view that what really matters in determining the content for a training program are the job tasks that are currently performed by competent workers in the occupation.

Thus the CBTE training plan is determined by a rigorous process of identifying the job description and job tasks performed by workers on the job. When these work tasks have been identified then it is clear what skills need to be taught in the training project. These skills, and attitudes required are then organized into classroom and on-the-job modules. Having arrived at this logical point in determining the content of a training program, CBTE then goes one step further - the competencies to be achieved in a training project are made public - (clearly explained) to the trainees and the staff of the participating employer. This allows the trainees and their on the job supervisor to know exactly what is

expected of them in the training program. They know as they enter training, the competencies they must attain to succeed - both in the classroom and on the job. This is an essential element of CBTE - the Competencies to be achieved are rigorously identified, verified, and made public in a training plan.

b) LEARNING OBJECTIVES ARE SPECIFICALLY STATED IN A CLASSROOM TRAINING MODULE

The method by which New Careers delivers modules varies greatly from the conventional system. We teach competencies as opposed to courses. We do not simply pick up a module off the shelf and deliver it to all groups. We provide learning opportunities to master job competencies. Knowledge, skills and attitudes to be mastered are expressed in terms of learning objectives. The objective focuses on the outcome of training - or what the trainee will be able to do after the session. These objectives are written in behavioral terms. There is a performance that must be seen or demonstrated. This performance must be done under specifically stated conditions and meet specifically stated criteria for how well it must be completed. All trainees are made aware of the objectives for each classroom training session and therefore it is clear what is expected and they can choose their learning needs.

c) PRINCIPLES OF ADULT EDUCATION AND GROUP DYNAMICS ARE UTILIZED

New Careers has found that utilizing group process in our training has been helpful. Not only do trainees learn the specific skills required for their jobs, they also learn the impact that their behaviour has on others and learn the process of working with, altering and strengthening group dynamics. Included in this group work is an opportunity for trainees to establish the norms by which their group will operate. The stronger the group is, the more able they are to take on tasks such as peer support, peer journaling group, peer teaching, peer counselling. To develop a cooperative learning group it is critical that the functional and dysfunctional behaviours of group members are processed on an ongoing basis.

Closely connected to the use of group dynamics is the adherence to the principles of adult education. The principles that we follow are:

- 1) Learning is an experience occurring inside and activated by the learner
- 2) Learning is a consequence of experience
- 3) Learning is a co-operative and collaborative process
- 4) Learning is an evolutionary process
- 5) People must be respected and accepted

Therefore the work with the group dynamics is an attempt to establish and maintain the above conditions.

d) TRANSFER OF LEARNING FROM ON-THE-JOB TO THE CLASSROOM AND VICE VERSA

New Careers is very aware of the need for learners to transfer classroom learning to their jobs. It is important for trainer/coordinators, trainees and job supervisors to constantly analyze what factors facilitate and inhibit this transfer of learning from the classroom to the job site. There are many issues that trainees have to deal with on-the-job that influence the manner in which they practice and develop their skills. These issues range from dealing with the agency politics to staff being sick and no-one present to provide feedback to the trainees, to job supervisors who may not understand the skills that were taught.

The ideal situation is one where trainees are able to utilize on the job the skills most recently taught in the classroom and receive feedback on the application of these skills in the unique agency setting. It is the role of the project coordinator to do as much as possible to ensure that this happens. However, not all of our projects have the ideal; often job supervisors are not job experts, therefore trainees may not be provided with the feedback that is required. The coordinator then attempts to be present at the job site to provide the feedback after directly observing the trainee perform the specific job tasks related to the classroom instruction. The co-ordinator may also attempt to teach the skills to the

job supervisor to help them provide the necessary feedback.

The ability of a trainee to utilize theory and skills taught in the classroom on the job is crucial to becoming a fully competent worker. It is not enough that trainees can demonstrate skills in the classroom. Being fully competent at New Careers means being able to take the classroom learning and apply it to the realities of the workplace.

e) TRAINEE ACHIEVEMENT IS BASED UPON DEMONSTRATED COMPETENCY

A necessary portion of any training program, whether it be traditional or competency based is the determination of whether learning has occurred. Therefore another step in designing CBTE programs is the manner by which learning is "tested".

In this matter of testing, CBTE differs from more traditional approaches. CBTE emphasizes proficiency and performance above all else. Consequently the final measure of competence is whether the trainee can actually perform each job task. A more traditional approach tests knowledge about issues, history and theories. In CBTE theory⁽¹⁾ acquisition is recognized as an essential pre-requisite upon which job performance is founded. Knowledge can be tested for in creative ways that challenge trainees to make job related decisions based upon a specific body of knowledge. It is of utmost importance that trainees are able to demonstrate a task not simply "know how to" describe its performance.

The method by which classroom learning is evaluated is by assessing the trainees performance of each objective. This evaluation is conducted by the trainer. The method by which on-the-job learning is measured is through an evaluation form that discusses the level of performance of each job task. CBTE recognizes that learning is a progressive process, that given time to practice skills and feedback on the application of skills, performance will improve. Therefore testing/evaluation takes place

(1) In CBTE we use the words knowledge and theory interchangeably.

frequently. If the person cannot perform a task adequately this is highlighted. The person is not seen as a failure but is given an opportunity for further skill development.

CBTE holds trainer and trainee more accountable for their job performance as compared with a traditional training/education program. The individual knows quite clearly what he is expected to do and accepts the responsibility to achieve. In doing so the responsibility for learning and the education process is dependent upon the trainees' demonstration of specific competencies. The trainee can choose to do the required learning in order to become competent. The trainer's responsibility is to model skills competently, evaluate, provide specific feedback and provide ways for trainees to become competent. Trainees are able to self evaluate at any time because they have clearly defined standards against which to judge how well they have done.

f) LEARNING IS GUIDED BY FEEDBACK

Through all of the above it is clear that feedback to trainees is a critical part of the way that New Careers delivers CBTE. Trainee learning progress is closely compared to job task standards. Analysis of learning difficulties is undertaken to determine the reason that trainees may not be performing. Feedback is given when trainees are performing tasks correctly to reinforce correct performance. Feedback is of course also given when the task is demonstrated incorrectly, in order to give the trainee enough information to change his behaviour and perform the task correctly.

Feedback goes hand in hand with evaluation, it is an integral part of the evaluation process. We evaluate trainees' ability to perform tasks up to stated standards, and then give feedback to them on how well they have met the standard. This leads to setting goals for further learning. (See pages 30-33 for further discussion of feedback).

g) STRUCTURE OF LEARNING PROGRESS

Trainee progress in CBTE depends upon how well they can perform their jobs and demonstrate skills. What is essential is that they learn one competency successfully before moving onto another one. For example communication skills, paraphrasing and the ability to establish eye contact need to be effectively learned prior to one learning how to do counselling or crisis intervention. It is impossible to progress to further skills while lacking the necessary knowledge, skills and attitudes of the pre-requisite skill.

Therefore we work to ensure competency at each level and skills become building blocks fitting one on top of the other. If a trainee hasn't been able to demonstrate the required skills in the classroom, a program is designed to help the trainee become proficient in order that they be ready for the next course.

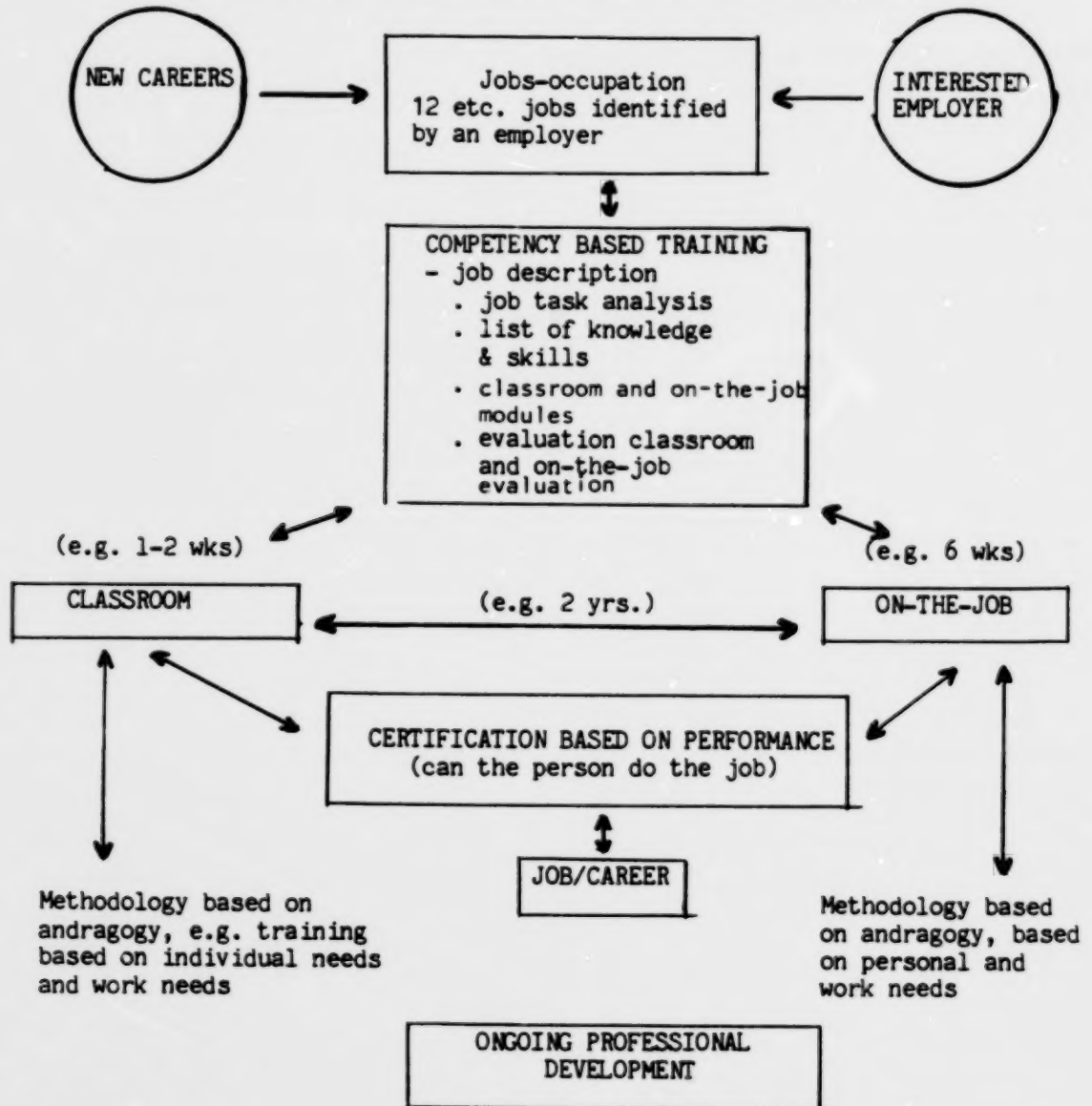
h) DELIVERY OF CONTENT IN THE CLASSROOM

New Careers has a firm belief that the content and process must be designed to facilitate the trainee's active involvement in the learning process. We tend to utilize an experiential model that has trainees' working in a holistic integrated manner. Our training process has trainees involved in experiencing and contributing to the development of competencies. The most effective ways of doing this are through training techniques such as role plays, simulated sessions, small group work, visualization, video taping, etc. One of the least effective teaching methods for us is lecturing - which is found frequently in more traditional education programs. Training is delivered in a way that is holistic, results in personal growth and at the same time focuses on the competency to be mastered. We look at the specific needs of the trainees on the job and build a module around their needs.

RATIONALE FOR WHY NEW CAREERS USES CBTE

We choose to use a competency based program simply because we believe it is the best of the current alternatives. It can teach almost anyone to do almost anything. The critical pre-requisite to learning skills is a desire to want to learn. C.B.T.E. focuses on clearly specifying and teaching job tasks which prepares people for employment. Thus we achieve the greater mandate of our program which is to secure meaningful employment for people who would otherwise be locked out of the work force. The focus of our program is employment and CBTE teaches the knowledge, skills and attitude people need to become employed regardless of the field. We are a job focused post-secondary education program and CBTE paves the way for us to do our work.

NEW CAREERS COMPETENCY/PERFORMANCE BASED TRAINING AND EDUCATION



- planning system is competency based education/training.
- delivery system based on group training using andragogy model together with building self confidence, interpersonal communication, problem-solving and group skills.

GLOSSARY OF C.B.T.E. TERMS AS UTILIZED BY NEW CAREERS

The terminology used in competency based training (CBT), or education (CBE), (C.B.T.E.) varies widely in the literature. It is important that staff at New Careers are cognizant of how the terms are utilized in the New Careers program.

CLASSROOM COMPETENCY RECORD

A record of the learning that has taken place in the classroom on a specific module at a specific point in time. The results of criterion tests or performance checklists provide the data for the classroom record. The trainer evaluates the trainee's learning. This is a formal record that is kept on individual trainees files. Our files are open for review by trainees.

COMPETENCY BASED TRAINING/EDUCATION (C.B.T.E.)

(Also called performance based training)

Instructional programs that derive classroom content from the tasks performed in each occupation/job and then assess (evaluate) trainee performance on the basis of preset performance standards.

C.B.T.E. is a planning system for designing job specific training. The training plan used in C.B.T.E. identifies, verifies with job experts* and then publishes in advance of instruction, the job tasks or competencies the worker-in-training is to learn, the criteria by which the trainee will be evaluated, and the conditions under which the evaluation will occur. The curriculum is based upon these job tasks.

Competency based education places emphasis on the ability to do the job, as well as on learning how and why. Trainee performance and knowledge are individually evaluated against stated criteria as opposed to group norms or "the bell curve".

*Job experts - a) people who are expert at doing the job
b) people who are expert in defining the needs of the job.
This can include community members

COMPETENCY BASED TRAINING PLAN (See the article "What is a Competency Based Training Plan?" P. 22 for explanation of the training plan)

A Complete guide to the project which contains history, agency agreements, task list, list of knowledge, skills and attitudes, module descriptions, and the on-the-job evaluation format. The training plan is approved by the Director of Education and management prior to the start of the training project.

CRITERION-REFERENCED TEST

An evaluation of trainee performance or knowledge of a task according to conditions and standards stated in the objective. Each objective generally has a "test" (the performance) and the sum of these serves as a final evaluation. These may also be referred to as competency checks - as that is what they do.

CURRICULUM

Consists of all the job tasks with the knowledge/skills/attitudes and is organized into sequenced modules for each specific project.

CURRICULUM RESOURCE CENTRE

The library of New Careers. It contains module/course manuals, reference books, magazines, training materials, etc. It also contains a variety of audio-visual equipment.

EVALUATION:

This is a statement regarding the specific level of competency performance achieved by the trainee. It is designed to assist trainees to develop skills, to identify strengths and weakness, areas on which to concentrate future learning and to identify and set goals. Written feedback process is the means utilized to provide the evaluation. It needs to be conducted to maintain the information flow between all parties so that trainees, supervisors, trainer/coordinators all know what the trainee is doing and what supports are necessary. It is a document of learning progress at a specific date or time, and the document is placed on the trainee file. It is the responsibility of the trainer/coordinator to measure learning progress.

FEEDBACK (See pages 30-31 for further discussion or feedback)

Feeding back information to the trainee is an important procedure for guiding the learning. In the classroom both trainers and trainees provide the feedback to all of the learners. At the job site feedback is given by the on-the-job supervisor. It maybe given informally by short comments or in more formal sessions. Giving effective feedback implies utilizing specific guidelines. (Enclosed in this manual is an article on giving and receiving specific feedback). Utilizing the skill of feedback according to its guidelines is the process used to conduct trainee evaluations.

JOB DESCRIPTION

The job description contains the broad job functions and the major areas of responsibility for a job. This is obtained from the job experts at the training agency.

LEARNING ACTIVITIES

Activities that trainees take part in, in the classroom (or on-the-job) that teach them how to perform specific aspects of their job effectively. These activities lead up to trainees performing competently.

LEARNING RESOURCES

Learning materials, books, tapes, etc.and human resources that are utilized to assist with the learning.

LIST OF KNOWLEDGE, SKILLS AND ATTITUDES

(Also a part of the curriculum)

This usually accompanies the task list and is a statement of the knowledge, skills and attitudes required by a worker to perform the identified job tasks competently. Each task has some knowledge and skills needed. This list is organized into modules and forms the blueprint for what needs to be taught in the classroom instruction.

MASTERY

When one has reached a specific level of performance that meets all of the requirements for completion of a task or competency, then this is referred to as mastery.

MEASUREMENT

A systematic, objective procedure that cites qualitative descriptions of trainee performance of specific tasks.

MODULE

(Also referred to as a course).

The objectives in a module are based upon job tasks. Each module is designed for a specific training group. The teaching content, knowledge, skills and attitudes are organized in a manual. Each trainee obtains a copy of the module. Modules usually last 1-2 weeks and have sessions where specific competencies are taught.

OBJECTIVE

A statement in measurable terms of what the learner must do to master a task. It consists of 3 parts:

- 1) the actual performance
- 2) the conditions under which the task will be performed
- 3) the criteria for how well the task must be performed

All instruction flows from the objectives, and trainees are evaluated on how well they have met these objectives.

OBSERVATION METHOD OF EVALUATION

A process by which trainees are observed performing a task and then evaluated on their competency.

ON-THE-JOB EVALUATION

This consists of all of the job tasks organized in a unique format. Trainees are evaluated formally (3-4 times a year) on how well they are performing each job task. There is a rating system that describes level of performance. Each task receives a level. Evaluations are conducted with the trainee, job supervisor, and project coordinator present. Any problem areas are identified through this process and goals are set for further practice/skill development for the trainee.

PERFORMANCE CHECKLIST

A type of criterion - referenced test that requires the trainee to actually do the task, under the conditions and at the specified standards. Job steps or skills are listed for trainees to evaluate (compare) how well they have done and to receive some feedback on their competency level.

POST-TEST

A test given after a trainee has proceeded through a module to determine whether the module's objectives have been mastered. It determines whether the trainee requires remedial instruction or is ready for further instruction.

PRE-REQUISITE SKILLS

Skills that one must have prior to being able to learn further skills, for example communication skills are necessary prior to or are pre-requisites for learning counselling skills.

PRE-TEST

A test administered prior to a module to determine current level of knowledge/skill.

PROJECT

Refers to a training project. Projects are designed to meet specific training goals so that individuals are prepared to enter an occupation as a practitioner with a specific employer. Projects are generally initiated by an employer who would like to be involved in a training program. Participating employers are involved in the planning and organizing of the service provided. Each project requires approval from the Minister of the Department, prior to the development of the training plan.

RATING SCALE

An evaluation system that has levels that describe the quality of skill demonstrated by trainees. There can be from 1-2-3 levels on the rating scale. Each level has a specific description of competency.

SESSION

A unit of instruction that teaches a specific competency as outlined in the objective.

SKILL

An action/ability needed to perform a task

STANDARD

That part of a performance objective or criterion referenced measure that describes how well or to what level of proficiency a task must be performed.

TASK LIST (Also may be called occupational inventory or competency profile/list)

This is a listing of identified tasks performed by workers in a given job site. A task list is developed from a job description that includes major areas of responsibilities and broad job functions. A task list is compiled from the job experts in the field who have confirmed the importance of the identified tasks.

THE PROGRAM

Refers to the agency/organization of New Careers itself and all of the training activities or projects that take place within.

TRAINING AGREEMENT (Memorandum of Agreement)

A statement of what the expectations and responsibilities are of the 3 parties involved - New Careers, the trainee and the participating employer.

TRAINEE LEARNING CONTRACT

A specific agreement written between the trainer/coordinator, trainee and at times the job supervisor that explicitly states what behaviors and tasks the trainee must do. Contracts generally contain bonus clauses - reinforcement for meeting the terms of the contract, and penalty clauses - consequences for not meeting the terms of the contract. Each sign the contract.

Learning contracts are written when trainees throughout the training period - but especially when trainees are having specific difficulty with a particular area of work performance or training.

TRAINER'S MODULE OUTLINE (Process Plan)

An outline of the process that the trainers will utilize in the classroom to train each specific objective. It includes what resources are necessary, the methodology including what teaching techniques will be utilized and who will do what/when/how.

TRAINING OBJECTIVE (Goals) - (Job Purpose)

A broad statement of what is to be achieved by the end of the training period.

WRITTEN TEST

A test that measures the trainees knowledge about how to do a task or knowledge required to perform certain tasks.

WHAT IS A COMPETENCY BASED TRAINING PLAN?

The term training plan is utilized quite frequently at New Careers. It is important that all staff are aware of the procedure for developing a training plan - as it is this that directs each project. Very simply, the training plan is the overall description and plan for each specific training project.

The complete training plan is put into a binder with title page (title of the training project) competency based training plan e.g. "Family Violence Workers' Competency Based Training Plan" and has its pages numbered. The training plan is compiled by New Careers staff using the information gathered from the participating employer's job experts, New Careers staff and other related training plans.

THE TRAINING PLAN HAS THE FOLLOWING COMPONENTS

1. Table of Contents with page numbers
2. An Introduction consisting of the training objectives or purpose for the project (for example) Awasis Child & Family Service Training - "To train 20 Child and Family Service Workers over 24 months to unify and maintain lives and identity of Indian families and children by operating a community based child and family services".
 - 2.2 It also contains the History and rationale for New Careers and this specific training project, explaining why we are doing the training.
 - 2.3 Statement of agreements - what the employer agrees to do, what New Careers agrees to do in detail. Where appropriate it also includes memorandums of agreement, letters from the Board of Directors, the Minister of the Department, a Band Chief or whoever is the final authority.

3. COMPETENCY BASED TRAINING PLAN:

3.1 JOB DESCRIPTION:

The job description is from the agency/organization for whom we are doing the training. This contains broad areas of responsibilities and job functions.

3.2 TASK LIST

Trainer/Coordinator initiates a meeting with employer staff and job experts to do a task analysis. We complete an inventory of each job task competent employees are expected to perform when doing their jobs. These tasks are obtained from participating employer job experts, and/or job experts in other agencies. For Community Based Training input is obtained from local community committees. As well, New Careers staff and previous training plans and other task lists and research material in this specific training field are utilized to ensure the task list is reflective of the specific job.

3.4 A LIST OF KNOWLEDGE, SKILLS AND ATTITUDES - required to perform each task.

3.5 SCHEDULE FOR CLASSROOM AND ON THE JOB TRAINING MODULES

Staff are allocated. Location of training are identified. Dates of delivery are confirmed with participating employer. Classroom resources identified.

3.6 DESCRIPTION - FOR EACH MODULE

This sets out clear competencies or objectives that this module is designed to develop. The first module is one week of introduction to work and training and one week of communication. The second module is Interpersonal Communications. The last module is survival (in the profession - in the bureaucracy - etc.) Life skills are developed throughout the training project - interpersonal communications, the skills to give and receive feedback - problem identification and solving skills, stress management skills, self-awareness skills and self-direction skills.

An important part of the training is the G.E.D.. Trainees who do not have a grade 12 may contract to complete the G.E.D. 12 over the training period. Testing to determine their adult G.E.D. level is done during the second module.

- 3.7 ON-THE-JOB EVALUATION FORM - a form by which trainees are evaluated on how they perform the job tasks. This is taken from the job task list and is organized in a booklet that each supervisor and trainee is given.

4. LIST OF PEOPLE INVOLVED: The trainees, training agencies, Board of Directors, Chiefs, New Careers trainer/coordinators and management staff. Any people whose involvement is essential are acknowledged in the training plan.

A TRAINING PROJECT BUDGET FORECAST IS DEVELOPED

This is not included in the training plan. A project budget covering all aspects of developing, delivering and evaluating the training is identified by senior project coordinator and senior administrator. This is not a working budget approved by the Minister of the Department but a forecast budget to give some idea of cost. This forecast is a forecast only and should not be considered as your budget to spend. Spending of all funds have to be approved prior to using them. This is for New Careers use and

not included in competency based training plan that are distributed.

NEW CAREERS SYSTEM FOR PLANNING TRAINING AND EDUCATION IS OPEN

New Careers training uses an open planning system. The CBTE plan is not cast in stone. Whenever major changes are required, identified and approved, they are incorporated into the training plan. Because the training plan is based upon the intent of the project, the original intent is never lost. If the task list needs amending, then the training plan reflects the necessary changes, etc.

APPROVAL AND DISTRIBUTION OF TRAINING PLANS

All training plans are discussed in the draft form with the Director of Education. Once the plans are approved by the Director they are returned to the agency requesting the training - for final agency approval. A letter indicating their approval is obtained, this letter is enclosed in the final public document. This manual is distributed to the on-the-job trainers, the trainees and a copy is placed into the curriculum resource centre.

NEW CAREERS COMPETENCY BASED TRAINING PROCESS

JOB DESCRIPTION

What is the general nature of employee's positions?
e.g. Community Service Worker, develops and delivers services to youth in community.

JOB TASK LIST

What are the specific job tasks the worker in training will have to perform?
e.g. Consulting with individuals and groups

KNOWLEDGE & SKILLS

What knowledge and skills are required to perform this job task?
e.g. negotiating skills....

TRAINING SCHEDULE - LIST OF CLASSROOM AND ON-THE JOB
MODULES WITH DATES

How, where, and when will the worker in training acquire these skills and knowledge?
e.g. Classroom training - 2 week consulting skill module.
When - Oct. 4-18 - on-the-job training - 6 weeks

EVALUATION

Evaluation is designed to assist the worker-in-training to develop the competencies. The acquisition of these competencies will be tested by observing them being used.

Classroom competency record: performance test by trainer - feedback and documented.

On-the-job evaluation of performance by on-the-job trainer - feedback is provided - conferences are held with trainee, on the job trainer, project coordinator and documented. Addition coaching is provided, if required other learning objectives set.

Final evaluation: summary of competencies the worker-in-training has acquired.

- documented - final on-the-job evaluation and all classroom training listed.
- letter on trainee's performance over the training period is obtained from supervisor and project coordinator.

RATIONALE FOR USE OF THE CLASSROOM COMPETENCY RECORD
AND ON-THE-JOB EVALUATION FORM

New Careers is a competency-based education and job training program. As such, it no longer teaches courses, but emphasizes, through participation in classroom and job training, the development of knowledge, skills, and attitudes required for competent performance of identified job tasks.

Initial training design and ongoing modification pre-determine job performance and behavioral objectives for both classroom and job training portions of each module. These objectives may include a statement of:

- (i) the observable, qualitative measurable behaviours that must occur;
- (ii) the conditions under which the behaviours will occur;
- (iii) the level of performance that must be demonstrated in order to meet required standards (quantity, quality, time factors) and
- (iv) the specific criteria by which it will be determined that standards have been met.

The knowledge, skills and attitudes that are necessary to perform the job tasks is organized into modules with stated competencies. The on-the-job evaluation form is developed from the areas of responsibility in the job description and the job tasks required to perform the job competently.

As the accrediting agency, New Careers retains the ethical responsibility, to both trainees and society, to implement evaluation procedures to adequate to certify the existence of specified competencies. It is, therefore, the trainer's responsibility to coordinate the completion of job performance evaluations and to measure competencies achieved in the classroom.

It is essential that both trainers and trainees view competence assessment positively. Evaluation that is completed fairly and consistently, and based upon learning task mastery, becomes a valuable and essential tool for learner development. Through evaluation, we as a training organization, can state to any perspective employer, or any member of society whether or not the person is competent.

Evaluation, based upon predetermined competencies statement or job tasks (performance objectives) has several purposes:

- (i) It determines if the trainee has demonstrated the behaviour described
- (ii) It identifies to the trainee, employer agency, and the trainer, trainee strengths and areas in which additional knowledge, skill development, or practice is required;
- (iii) It identifies learning goals and recommends activities to develop or reinforce competencies;
- (iv) It identifies additional classroom and job training needs;
- (v) It identifies areas in which transfer of learning to the job site can be expected, and facilitates problem identification and resolution if that transfer does not occur;
- (vi) It facilitates career and personal development of the trainee.

It needs to be emphasized that the manner in which evaluation is completed will often determine its effectiveness. The face to face feedback that takes place throughout the learning process to communicate the assessment to the trainee is a most critical part of the process. It is essential to use all guidelines for giving feedback.

Although the use of peer feedback and trainee self-evaluation cannot replace trainer assessment, they can contribute invaluablely toward individual awareness and development. Trainer-trainee-supervisor conferences are recommended as part of the assessment process. Trainees are certainly encouraged to challenge performance ratings, and provide evidence to have them changed.

The classroom competency record and on-the-job evaluation form are designed to compliment the purposes for which an evaluation is completed. Their purposes, therefore are:

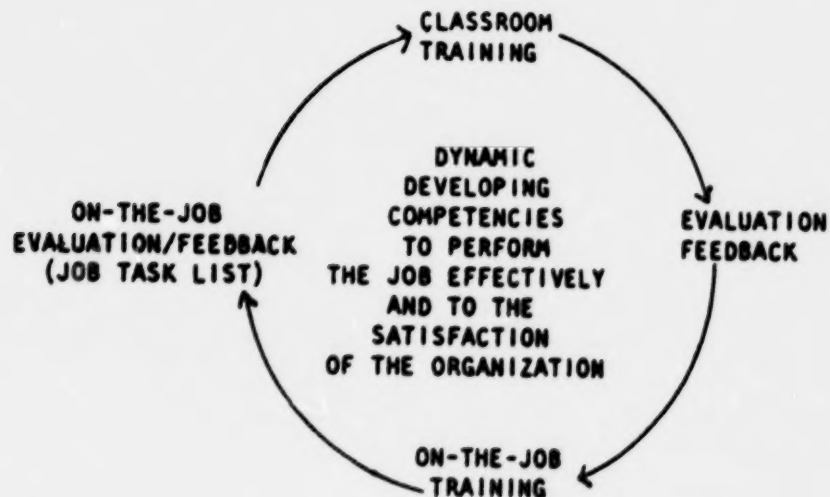
- (i) to provide to the trainee documentation of competencies achieved, with summarized comment and/or written feedback specific to assessed performance, behavioral objectives, and recommendations appropriate to trainee learning goals and needs. The evaluation assessment form may be supplemented with learning contracts, if warranted or useful, in individual cases.
- (ii) to provide to the employing supervisor written documentation and information necessary to facilitate transfer of learning, job task assignment, skill reinforcement, support provision, or other factors related to the attainment of effective job performance.
- (iii) to provide to future trainer(s) information helpful in learning needs identification, learning transfer problems, and subsequent module design.
- (iv) to provide a tool which facilitates cooperation between the trainee, trainer, and on the job trainer towards the same intended outcome.
- (v) to increase program and graduate credibility through the provision of a consistent framework for assessment process, procedures, standards, and formats.
- (vi) to provide official documentation required, along with job performance evaluations, for the translation of learning outcomes into accreditation.

In order for the classroom evaluation process to be effective it is imperative that competency records be completed and forwarded to trainees no later than 2 weeks after class completion. Caution should be taken to ensure confidentiality.

In order for the on-the-job evaluation process to be effective a training conference at the job site is held with the on-the-job supervisor, trainee and coordinator, at least quarterly. All of the skills of giving effective feedback are utilized at the evaluation conference. The on-the-job evaluation form provides the focus for the feedback, along with the specific classroom follow-up assignments from the previous modules. A plan to remove blocks to learning and plans for future opportunities to practice and develop the competencies are also identified. A learning contract is developed where it may be helpful.

NEW CAREERS TRAINING DELIVERY - EVALUATION AND RECORD

	<u>DELIVERY</u>	<u>EVALUATION AND FEEDBACK</u>	<u>RECORD</u>
2 wks.	Delivery of training modules in classroom according to task list and job function by New Careers staff and resource people	Classroom competency evaluated by New Careers staff - feedback given learning plan identified	Classroom
6 wks.	Delivery of on-the-job training. Worker learns to apply classroom competency to on-the-job tasks through consultation with the agency and New Careers staff	On-the-job competency evaluated by agency/ New Careers -feedback given and learning plan set up	On-the job record



MASTERING THE COMPETENCIES FOR THE JOB

FEEDBACK PROCESS USED IN THE CLASSROOM AND ON-THE-JOB

We go through a variety of steps in facilitating learning for trainees in the evaluation process.

- STEP 1: The trainer/coordinator ensures that everyone is clear on the classroom competencies and the job tasks in the on-the-job evaluation form.
- STEP 2: Is the observation or monitoring process where job/skill performance is observed. The trainee is observed performing tasks and encouraged for what they can do. If the trainee has not been able to perform certain tasks up to standard, they still receive encouragement.
- STEP 3: Effective feedback is given to the trainee about what is observed.

Feedback/constructive criticism consists of two processes.

One process gives help and/or information to another person to allow her/him to consider changing her/his behaviour.

The other process receives help and/or information from another person to allow the receiver to consider the match between how they think they behave and how another person perceives their intended behaviour.

GUIDELINES TO USE IN GIVING FEEDBACK/CONSTRUCTIVE CRITICISM

- a) Focus on the receiver's needs. Feedback should be objective, only dealing with the area the trainee is developing. Feedback can be destructive when it serves our own needs and fails to consider the needs of the person on the receiving end. It should be given to help. Catch the person doing it up to the acceptable performance standard, then give them feedback.

- b) Focus feedback on behaviour rather than the person. It is important that we relate to what a person did rather than to what we think or imagine she/he was trying to do. Thus we might say that a person "talked more than anyone else in this meeting" rather than she/he is a "loudmouth" or "has to much to say". The former allows for the possibility of change; the latter implies a fixed personality trait.
- c) Focus feedback on observations rather than inferences. Observations refer to what we see or hear in the behaviour of another person. Inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person. When inferences or conclusions are shared, and it may be valuable to state this because it is important that they are identified as inferences.
- d) Focus on changeable behaviours. Feedback can lead to improvement only when it is about things which can be changed. Relate your feedback to an area that the people concerned can identify. Then give them examples of their behaviour and suggest alternate paths they might accept to serve as the base for their behaviour change efforts.
- e) Focus on the specific rather than the general. To be told that one is "dominating" will probably not be as useful as to be told, "Just now you were not listening to what the others said, but I felt I had to agree with your arguments or faced attack from you." By describing one's own reaction, it leaves the individual receiving the feedback free to use it or to reject it as she/he sees fit. By avoiding evaluative language, i.e. be specific, you reduce the need for the individual to react defensively.

- f) Focus feedback on descriptions of behaviour which are in terms of "more or less" rather than in terms of "either...or". The "more or less" terminology implies a continuum on which any behaviour may fall, stressing quality, which is objective and measurable rather than quantity, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. Think in terms of "more or less" and use it to avoid serious distortions of reality which "either...or" can create.
- g) Focus on the here and now. We increase other people's understanding of their behaviour by keeping it tied to what has just happened. Feedback is generally more meaningful if given as soon as appropriate after the observation or reaction occur. Keep feedback concrete, immediate and free of distortions by using examples from the person's exhibited behaviour.
- h) Focus on sharing information rather than giving information. Feedback involves sharing information, we leave people free to decide for themselves, in accordance with their own goals, needs, etc. When we give advice we tell them what to do, and to some degree take away their freedom to decide.
- i) Focus feedback on the amount of information that the person receiving it can use, rather than on the amount you have which you might like to give. To overload a person with feedback is to reduce the possibility she/he can use what she/he receives effectively. When we give more than can be used we are satisfying our own needs rather than helping the other person.
- j) Feedback is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback she/he has received to see if it corresponds to what we, the sender/giver, had in mind. No matter what the intent, feedback is often threatening and subject to considerable distortion or misinterpretation.

STEP 4: Now provide some 'hands on' coaching. Start out with a discussion of practice and what helps and hinders (gets in the way) of doing the skill up to standard. Then discuss some action - things to do. If required, role play or demonstrate the skill and then have the trainee practice. Review the practice including "what is going on inside of you when you do this?" Documentation is completed at the appropriate time.

ADVANTAGES OF THE NEW CAREERS COMPETENCY BASED
TRAINING & EDUCATION PROGRAM

Although it has yet to be documented, a number of advantages of the New Careers Competency Based Education and Training Program have been identified. These advantages are characterized in three ways:

- 1) Training and education advantages - effects on trainees
 - 2) Management advantages - effects on the New Careers program
 - 3) Participating employer advantages - effects on the agencies and communities we work with.
-
1. Among the most important training and education advantages for implementing a C.B.T.E. approach are the following:
 - a) Occupations that had previously only been open to people who had trained traditionally are now being opened to others trained by an alternative method. The competency approach is able to take any occupation and outline clearly what must be learned and ensure adequate preparation for job tasks. The New Careers program is pioneering much of this work in Manitoba.
 - b) The trainee who enters the program builds self confidence by succeeding at work and learning new knowledge and skills in the classroom. Increased self esteem facilitates enhanced job performance. Nothing succeeds like success.
 - c) A major focus of training is to develop group dynamics and encourage trainees to help each other to learn rather than set up a competitive environment where it's one against another. A group of supportive colleagues also enhances self confidence.

- d) Many adults who have been excluded from receiving higher education because of their grade level, their financial resources, their location, etc. are welcome at New Careers. None of these or other barriers keep adults from receiving New Careers post-secondary education. At this point the average age of trainees entering New Careers is 30, and the average grade level is 9.5. Therefore people who may have been denied entry into a traditional educational are very much at home in the New Careers program.
- e) The New Careers method of deliberately linking education and work clearly answers the questions that many adult learners have regarding the relevancy of the material taught. This method also serves to remove the difficulties that employers have finding graduates who can do the job as it needs doing.
- f) Trainees are rigorously evaluated for learning progress that has been attained both in the classroom and on the job. This evaluation is used to facilitate the development of further learning, it also helps trainees to always know where they stand.
- g) Trainees are aware in advance of the instruction/evaluation what is required of them. There is not an unwritten mysterious standard for them to achieve.
- h) New Careers classroom training utilizes a variety of adult learning methodologies that keep trainees motivated in the classroom. This is opposed to a more traditional method that primarily utilizes lectures and text books to teach, in conjunction with a short field placement.

- i) New Careers training can easily be designed to accommodate differing learning styles, interests and abilities amongst participating adults. With individualized work experience, the trainee is given the opportunity to achieve a level of competency while working at his own rate. At the same time the training does not separate the worker-in-training from his or her colleagues.
 - a) The people taking training with New Careers are able to remain in their home communities rather than being expected to go through the disruption of moving their families to a different community for the training period.
 - b) Permanent job placements for graduates are negotiated with participating employers at the start of the training project. This helps to ensure that most graduates obtain permanent employment.
 - c) Adults who may have multi-problems are not prevented from completing training and are in fact encouraged and supported to work through their problems one at a time.
2. Post secondary occupation programs like New Careers find that C.B.T.E. programs have a number of significant administrative and management advantages. Some of these are:
 - a) Requested training programs can be planned, organized and be started in a relatively short period of time anywhere in Manitoba, given the necessary resources and approval from the Minister of the Department.
 - b) The C.B.T.E. training plan utilizes an open planning system and can be readily revised to keep current.
 - c) New Careers utilizes community people to aid in planning and therefore can be seen as a community based training program.

- d) The organization can guarantee the level of competencies of its graduates.

3. ADVANTAGES TO PARTICIPATING EMPLOYERS/COMMUNITIES

- a) Co-operating communities, agencies, organizations are given optimum involvement in the identification of competencies to be learned by the worker-in-training and in the delivery and evaluating of training. The training is therefore directly related to the job the trainee performs for the employment agency.
- b) The collaboration leads to close relationships with the participating employer. These are generally not found in traditional post secondary education institutions. It becomes a joint training project where it is just as much the training agency's as it is New Careers. It is not unusual for New Careers to provide in-house workshops to increase skills of existing staff and boards.
- c) Optimum involvement by the participating employer is available throughout the entire training period. Experienced people from the communities and agencies are invited to teach on specific topics. These people are also involved in providing on-the-job training and supervision throughout the training period and therefore their skill level and abilities are enhanced.
- d) Supervisory skills training is provided to on-the-job trainers/supervisors via specific supervisor workshops. These people then become more skilled as supervisors within their own agencies.
- e) Participating employers are able to determine outside of the traditional staff selection procedure, whether the trainee is appropriate as an employee for their agency. This lessens the amount of time the agency would need to spend on recruitment and selection.

- f) Participating employers are also given the satisfaction of seeing people that they have trained reach their own learning goals and become gainfully employed.

All of the above are advantages to utilizing a New Careers C.B.T.E. program. This approach is able to meet the needs of trainees and training agencies and ensure that competently trained people are able to successfully compete in the job market.

NEEDS OF TRAINEES WHICH NEED TO BE MET IN ORDER TO FACILITATE TRAINING

In order for a worker-in-training to be successful in the New Careers program there are specific needs that must be met. In many respects it is the trainer's job to meet these needs, They are as follows:

- a) The trainee needs to be involved in setting appropriate personal learning goals, which need to be reviewed throughout the training period. Implicit in these goals is identifying what will help/hinder the learning.
- b) The trainee must also participate in learning activities, evaluate the effectiveness of the training program and manage their own learning environment. In New Careers it is critical that trainees develop skills to transfer the learning that has taken place in the classroom to their job site.
- c) The trainee needs to develop skills in self directed learning.
- d) The trainee needs to be involved in working with the trainer to reach the learning goals that have been set. Goals are set by a process of sharing with the trainee where the training project/module is going and establishing the best way to get there.
- e) The trainee may need personal supports because he/she is a person who has entered a process of change and growth. In all likelihood they will have some personal life and work struggles. One type of support that is often quite helpful is peer counselling because this reinforces individual skill development and builds a stronger training group.
- f) The trainee needs to feel that what she/he is learning is of usefulness or relevance to him, and this will increase motivation to learn.

- g) The trainee needs to see the results of his/her learning and receive accurate feedback from knowledgeable people about his progress. If the trainee does not see progress towards their goals, there is a chance that they might drop out of the program.
- h) The trainee needs to be accepted for what he/she is. It is important to not judge his behaviour as being shy or defensive. Often our trainees may fear self exposure and ridicule, and may be afraid to fail. Because of this, the trainee needs to know that she/he is respected. They need encouragement and help in facilitating them to do their best to get the job done.
- i) Many New Careers trainees are of native ancestry. They need the training staff to attempt to be culturally sensitive in the selection of appropriate training content and training methodology.

STANDARDS FOR TRAINERS IN ORDER TO FACILITATE THE TRAINING

In order for trainers to be competent at their jobs there are certain standards that are expected of them, certain behaviors that are necessary. If one is unable to meet these standards then they need to ensure these competencies are developed so that the trainees receive the benefit of having competent trainers.

The expectations of trainers are as follows:

- 1) Remain in touch with the current literature in their profession.
- 2) Attend to their own professional development.
- 3) Design training to meet specific standards to ensure trainees are adequately trained for their jobs.
- 4) Become familiar with the C.B.T.E. system and principles of adult education and group dynamics as used by New Careers.
- 5) Remain in touch with own personal needs, behaviour and communication style
(i) ensure that trainees aren't used to meet trainers' personal needs.
- 6) Model the skills, theory and attitudes that are taught
- 7) Evaluate trainee progress to further skill development
- 8) Create constructive training activities with specific learning objectives designed to meet individual needs.
- 9) Keep in mind that trainers can be learners too, that there is learning to be gained from every person and every training event. The more open to learning one is the better the training they are able to provide.
- 10) Maintain a set of ethics appropriate to working in cross-cultural situations. These ethics also need to address the professional relationships between staff, trainees and participating employers.
- 11) Be conscious of all aspects of the training event from classroom layout to preparation of course material, to having trainees monitor their own attendance, to group dynamics.

- 12) Communicate clearly and openly with co-workers and trainees. Trainers need to share their strengths, weaknesses and be supportive of one another. They need to be clear in stating the expectations. they have of each other.

All of the above will aid in ensuring that New Careers will meet the mandate of its program which is to train competent people in order that they secure employment.

BEGINNING TO UTILIZE C.B.T.E.

If you read about C.B.T.E. in the literature and talk to various trainers who have considerable experience, in implementing C.B.T.E., you will find some variations in what people present as the essential elements and facilitating characteristics of C.B.T.E. However, these variations tend to reflect differences in emphasis rather than differences of opinion concerning what a fully functioning program looks like.

Frequently when one examines all the elements and characteristics of a fully functioning New Careers C.B.T.E. program, one realizes how substantially different the New Careers program is in comparison to a conventional training program. Some staff who have come to New Careers have struggled with the fact that it was so complicated for them, for a variety of reasons, to learn this new way of educating adults. To this end, learning how to work in C.B.T.E., one could first focus on obtaining conceptual understanding and skills in (1) planning competency based training plans, (2) designing classroom modules, (3) delivery of training in the classroom and on-the-job, (4) evaluating classroom and on-the-job learning.

The tasks identified in the "Trainers job description" and "Project Coordinators Job Description" and presented in the staff orientation package and provide the basis for a self-directed professional development plan for a New Careers trainer/coordinator.

It is recommended that you move slowly and deliberately into implementing your C.B.T.E. program so that the foundation is first laid....then modified to accommodate the existing...and finally the administrative procedures are adopted as necessary to accommodate the specific training project. In this way the changes can evolve and the C.B.T.E. program can grow into maturity incrementally and naturally.

GUIDING TRAINEES THROUGH THEIR C.B.T.E. EXPERIENCE AT NEW CAREERS

Trainees come to New Careers with a wide variety of life and work experience. Unfortunately many trainees have experienced failure in their work and/or school experiences. They are likely not familiar with an education system where they are required to actively participate in their learning, nor will they be familiar with a system that has structured the workplace as a legitimate significant place of learning. Most adults who are selected for training have previously been structurally excluded from receiving any higher education.

The following is a suggestion of a method to orient/guide trainees through C.B.T.E. at New Careers. The first week of training at New Careers has been established as an "Introduction to Work and Training". Some of the following is included to meet trainees needs during this initiation period to training. As well, you will work on these steps throughout the training period.

- 1) Guide trainees through a process where they can visualize a successful competent graduate (themselves) - 18 - 24 months from that point in time.
- 2) Present trainees with their job description/task list
- 3) Discuss the expectations that are placed on them by New Careers and their training agency. A part of the discussion is sharing the feelings people have about what is being discussed.
- 4) Discuss the expectations that they have for themselves and how to determine whether these are appropriate for the particular field of employment
- 5) Discuss the impacts that the change/growth process have on one's family and the new learning that has to take place at home.
- 6) Discuss the principles of adult learning and how this relates to training.
- 7) Have trainees identify what will help or hinder their learning and think about ways around the hindrance. Draw up with them a learning contract. This can be reviewed and updated through the 18-24 months.

- 8) Discuss with trainees their responsibility in their own learning. Set learning goals. Provide trainees with the skills for effective transfer of learning from classroom to the job, how to complete assignments and how to demonstrate competencies.
- 9) Assure the trainee that it is normal for people to have problems/concerns, etc. and that there are supports to assist them with any personal issues that arise. There is no concern/problem that they can't bring to you. Problems not worked on have the potential of sabotaging learning.
- 10) Review the expectations of the classroom training
 - hours of work
 - classroom participation in group development and maintenance
 - effect and ineffective group behaviours
- 11) Review the professional, organizational and work behaviors required for success on the job.
- 12) Outline the entire C.B.T.E. process:- from task list to training to evaluation
 - a) Select a specific competency - based on job tasks taken from the job description.

EXAMPLE:

<u>Areas of Responsibility</u>	<u>Job Function</u>	<u>Task</u>	<u>Knowledge/skills Attitude</u>
b) Health Education	2.2 Provide education programs as required in a way that is comfortable to patients	a) Assess patient needs in terms of areas where education is needed	- Ability to assess patients educational needs - - involve patient in determining what they need to know - accepting all patients as persons

- c) Reviewing how trainees will receive the training required for these tasks both in the classroom and on-the-job.
 - d) Review how trainees will practice the same competency - in the classroom and determine how to transfer it to the work place.
 - e) Set up practice to assess oneself for proficiency in demonstration of the competency
 - f) Arrange for practice in being assessed by colleagues in the use of the competency
 - g) Assess trainees proficiency by trainer/coordinator in the use of the competency
 - h) Discuss the assessment by on-the-job trainer
14. Discuss with trainees how they will apply the content (knowledge, skill, attitudes) taught in the module when they are back at work. One way to do this could be through use of a force field analysis to identify helps and hindrances and then set up an action plan.
15. Discuss with trainees the strengths of journal keeping. Encourage the use of a journal to keep track of new learning. Set up journal sharing groups as a further learning support for those who find the journal helpful.
16. Structure a time during the classroom training for the group to discuss the new insights they have had as a result of the training.
17. Explain the evaluation process - both classroom and on-the-job. Detail in this, the manner in which new learning goals are set for trainees. Peer evaluation skills could be taught.
- Explain as well that as part of evaluation, trainees are given opportunities to practice competencies prior to being assessed.
- i. Opportunity to work on the competency throughout the training period until they become proficient - practice equals proficiency
 - ii. On the job evaluations are conducted with the trainee, New Careers staff and the on-the-job supervisor present.

- iii. That they are not graded in the conventional way.
18. Presentation of the theory of the Johari window could help trainees understand the need for personal and group feedback. This begins to teach feedback skills.
 19. Finally encourage trainees to provide feedback to the trainer on each module - what was appropriate/inappropriate - what helped or hindered them during the training, etc.

ADVICE TO TRAINERS: KEEP ONE EYE ON THE CLASSROOM
AND ONE EYE ON THE JOB

New trainers are apt to keep both eyes on classroom training. After all this is where the trainer/coordinator can exercise control and there is so much work to do. There is a need to concentrate on designing trainer and trainee manuals with clear learning objectives, obtaining adequate facilities, developing training aids, and putting together a classroom evaluation for each trainee.

There is also the need to be concerned about the three objectives of most classroom training: to change attitudes, to increase knowledge, and to develop skills. This is what training is all about.

One part of New Careers training that can not be overlooked is the job situation to which the trainee returns. We all hope that what we teach will be utilized back on the job. Trainers realize they do not have control over the work environment, that is the participating employers' domain. Yet trainer/coordinators realize they can have a major influence. They can provide trainees with the skills to transfer learning from one place to another. They can meet with management, other agency staff and trainees to identify what is blocking this transfer and set out action plan to ensure development of the competencies on the job, etc.

Let's look at the final objective we want to accomplish in our New Careers training programs. This objective is not to change attitudes or increase knowledge or develop skills. Neither is our final objective to develop effective career and job behaviours. The objective we seek is to have an adult who can do the job effectively up to the standards defined by the community or agency. Improving attitudes, increasing knowledge and developing skills are means to that end.

To achieve competencies to do the job effectively requires a view by all that competencies are developed both in the classroom and on-the-job. Expecting only classroom training objectives to achieve on-the-job performance in specific areas shows naive faith in a simplistic equation.

Classroom training = improve job performance = results

Wouldn't that be nice? Unfortunately, once a trainee leaves the classroom no matter how solidly the learning has been developed, many other factors influence whether or not on-the-job behaviour will reflect that classroom training. Even if it does, results are often influenced by circumstances totally outside the realm of classroom training and the on-the-job performance. Thus a more accurate model is:

Learning = capacity to do

Capacity to do
+ a developmental job environment
= changes in job performance

Changes in job performance
+ relevance to real needs
+ favorable outside conditions
= competent worker, results/payoff
= results/payoff

To achieve results and payoff five requirements are necessary:

- . The worker-in-training has a desire to do an effective job
- . They have the knowledge, skills and attitudes necessary to do the job tasks
- . The job climate is conducive to change and development of behaviour
- . They receive specific help in making their change and doing things in a different way.
- . They are rewarded for changing.

The first two requirements can be accomplished by the trainer/coordinator in the classroom and through contact on-the-job. As trainer/coordinators we can encourage the trainee to develop the competencies. We can make connections so that they see that the knowledge, skills and attitudes we expose them to is practical and required for effective job performance. We can create an environment that encourages them to say, "I can't wait to get back on the job to try this out!"

In addition, we can develop in our work with the trainee, skills to self-direct, interpersonal communication skills, group participation skills and problem-solving skills. We can always relate new competencies to the real job situation back on-the-job.

But then ----

But then they leave the classroom and go back to the job where the trainer or coordinator is no longer in charge. The face their boss and the reality of their work situation and the climate that is created. The trainee may be faced with any one of the following situations to cope with.

- . Preventing - the supervisor, other staff, community people, or situation on the job sends the message to the trainees "don't do it." The trainee usually finds him/herself obeying.
- . Discouraging - The supervisor, other staff, community people or the situation on-the-job sends the message - "I'm not going to tell you can't do it. But if I were you I wouldn't do that here. If any problems occur, you are in real trouble." Not many of the trainees would have the courage to try out new work behaviour under these circumstances.
- . Neutral - The supervisor, other staff, community people or the work situation may not say anything specific or make comments like - "I don't care if you apply what you have learned or not. It's up to you if and how you do it." Some trainees would go ahead and try and even try again until they did the job to the level that was preferred while others wouldn't take the first step to try out new job skills.

- . Encouraging - The supervisor, other staff, community people or the job situation gives the message to develop new skills, "Go ahead and try it" or "I want you to try it - here is a way of doing it" or even "try it and then lets get together and discuss what you thought about it - what should you do differently next time." With this kind of encouragement most trainees would try out their new behaviours.
- . Requiring - The supervisor, other staff, community people or the work situation sends the message to "do it". Usually the positive approach results when the supervisor, worker or others is convinced of its effect on work behaviour.

PROVIDING SUPPORT FOR ON-THE-JOB LEARNING

The trainer/coordinator does not have control over the work on the job but has the opportunity to influence the climate to make it positively supportive. To accomplish this, the trainer/coordinator should consider some of the following.

- 1) First, identify what the climate is. The trainer/coordinator should know what kind of work climate the trainee will return to and what the real helping forces and blocking forces the trainee faces are. The trainee should also identify these forces and develop his/her action plan to achieve their job performance goals. Too often trainees have been on the point of being fired, but through the intervention of the trainer/coordinator it was found that the expectations that the on-the-job trainer and the expectations of that trainee are not the same. It is found that expectations were never clearly declared. By sorting out assumptions and developing a clear communication procedure, and an action plan things began to change for the benefit of all.

2) Second, there is a need to assess out why the work climate is what it is. There are many reasons for preventive or discouraging climates. Some of the most common are:

- a) disagreement with the skills, knowledge and attitudes taught to the trainee by the trainer/coordinator
- b) lack of understanding of how to apply these skills to the job situation.
- c) lack of confidence or outright fear of trying out new ideas
- d) the on-the-job supervisor does not allow one increased job responsibility.
- e) The job supervisor may be unaware of what to do.
- f) There may be situations where the trainee's supervisor is not clear that she/he had a training responsibility.
- g) Also the supervisor may be unaware that the test for competency is-first, that the trainee has the opportunity to perform the skill and the supervisor is then to provide the feedback and coaching to facilitate doing the job in the way the community or agency wants.

3. Provide help for trainee

Another requirement is to provide counselling and personal support to help the trainee achieve the required changes. This frequently involves changes they wish to make in their personal and work lives. The reality of life is that we all have problems that require solving. If we do not work on the problems, they will interfere with other parts of our lives.

4. The trainer/coordinator needs to encourage a rewarding environment.

Another key requirement for change in behaviour and for obtaining results deals with whether or not rewards are perceived. What happens, for example, if a worker-in-training applies the knowledge, skills and attitudes and performs the job at a high level of performance. Does he or she receive any rewards? Do they receive recognition for

performance well done? Recognition, rewards or strokes will help changes to happen. There are other rewards that encourage workers-in-training to develop the competencies required for the job. The most obvious is affirmation from those with responsibility. Also there could be more job responsibility, more authority and freedom, more independent and interdependent work, promotion and self-satisfaction that comes from his/her work performance.

5. PROVIDE FEEDBACK AND EVALUATION

To facilitate the development of job competencies by the trainee, another factor that cannot be overlooked is feedback and evaluation both on an immediate ongoing basis and also at the end of each training period. During the classroom training and on the job there needs to be scheduled specific times for individual feedback sessions between the trainer/coordinator and trainee. During the on-the-job work period there should be time for specific feedback sessions where the trainee, and the job supervisor are present with the trainer/coordinator.

Through open discussion with trainees and following guidelines for giving effective feedback, trainees are able to evaluate their own progress as well as ask for comments from others.

Therefore by keeping one eye on the classroom and one eye on job performance, the payoff could be that the results the trainee wanted to achieve are met. As well the goals of the training program are fulfilled.

LEARNING THE COMPETENCIES TO USE IN THE CLASSROOM AND ON-THE-JOB

Like most if not all of our competencies, we are not born with helping or teaching skills, nor do they magically appear when we need them. We have to learn them. Competencies are learned just as any other thing. Learning how to lead a group is no different from learning how to play the piano or playing hockey. All are learned according to a process, and all require practice. The following process will help you learn the competencies required in your job.

1st STEP

Understand why the competency is important and how it will be of value to you. To want to learn a competency, you need to see the need for it. You really need to choose to acquire it.

2nd STEP

Understand what the competency is and what its component behaviours are. To learn a competency, you must have a clear idea of what the competency is and you must know how to perform it. Often it is helpful to observe someone who has mastered the competency perform it several times while describing how to do it in a step by step manner.

3rd STEP

Find a situation, or situations in which you can practice the competency. To master a competency you have to practice it. Practice the competency for a short time over several days until you have mastered it.

4th STEP

Get someone who is skilled in this competency to watch you and tell you how well you are performing. Getting feedback is necessary for developing the competency, identifying what aspects you do well and what problems you are having. Through feedback you find out how much progress you are making. Feedback allows you to compare how well you are doing with how well you want to do.

5th STEP

Keep practicing! In learning most competencies there is a period of slow learning, then a period of fast improvement, then a period in which performance remains about the same (a plateau), then another period of fast improvement, then another plateau and so forth. It's a matter of consistent performance until another period of rapid growth begins.

ADULT EDUCATION PRINCIPLES USED AT NEW CAREERS

(The following definitions of the adult learning principles and conditions necessary for these principles to exist have been borrowed from the course "Instructor Trainer Workshop" written by William Swain.)

There has been much research conducted in the field of education and psychology. This research states that adult learners have specific needs and concerns which require a teaching approach quite different from the approach found in schools. The adult-teaching approach is referred to as andragogy and the child-teaching approach as pedagogy.

The following is a partial list of adult learning principles. After a description of each principle there will be an explanation of how it is put into practice at New Careers.

PRINCIPLE 1: LEARNING IS AN EXPERIENCE OCCURRING INSIDE AND ACTIVATED BY THE LEARNER.

The learning process is controlled by the learner. It involves a change in perception or behaviour. The change will flourish in an environment where the "trainer" acts as a facilitator to the process not as the process. People will learn what they choose to learn, just as they will see or hear what they choose to see or hear. We help the process occur, we don't force it. Very little learning takes place without the personal involvement of the learner. It must have meaning and be useful as the learner sees it. Our role then is more a facilitating one than a teaching one.

APPLICATION AT NEW CAREERS

New Careers believes that learning is activated by the learner and because of this each learner/trainee needs to experience the material that is taught in the classroom. Each trainee must set learning goals, although initially they will be limited in their ability to do this. Each trainee needs to get in

touch with their feelings and their thoughts. They then must practice the competency that he/she is learning. It is only through this practice that a change in perception or in behaviour will take place. Feedback on skill performance helps to stabilize this change. The learner also needs to understand how the material has personal meaning for him/herself. This is done through trainee making a connection between what is being learned and how it relates to solving work or personal problems regarding why learning specific content is essential for the trainee and his job. The trainee is then allowed/encouraged to challenge, dissect and finally integrate the content taught so that he has learned within himself.

Journal keeping is taught to trainees as a tool to facilitate learning process. It is a tool to get in touch with one's inner world of feelings, thoughts, insights, dreams, visions, one's responses to experience, etc. Sharing and hearing others sharing their journals contributes to sorting out and integrating the learning.

PRINCIPLE II: LEARNING IS A CONSEQUENCE OF EXPERIENCE

People don't learn from being told to learn. They must be allowed to become involved in and live the process or experience. For example, you will not become an effective trainer because you are told to be one. You must be allowed to work as one and practice the skills. So if we expect our learners to learn, they must be allowed to perform the skill; not watch, or listen, or read, but actually do the job.

APPLICATION AT NEW CAREERS

This principle is one of the primary *raison d'être* of New Careers. We can not order trainees to learn, they choose to learn. Our entire program is structured on practicing competencies and performing the job. The skills necessary for the job are taught in the classroom and then developed on the job along with other job tasks until they are integrated and utilized by a competent practitioner. We do not just talk about skills; we teach people how to use the skills. Knowledge and attitudes are likewise best assessed via performance.

When evaluations are conducted to facilitate learning, the evaluation document are dated to indicate the current date because it is expected that the trainee will continue to develop the competency through ongoing practice.

PRINCIPLE III: LEARNING IS A CO-OPERATIVE AND COLLABORATIVE PROCESS

Co-operation fosters learning; i.e. "Two heads are better than one." People want to function with others. It allows them to draw on other experiences and develop their own curiosity, potential and creativity. This type of learning also helps people develop a sense of their own identity. So whenever possible have people involved with others. It can work wonders.

The classroom training takes place in groups. Within this group setting much work is done by the trainers to foster the development of the positive group norms of support, caring, sharing and mutual problem solving. Trainees are also given many opportunities to work in small groups to develop the skills or to teach each other sections of classroom content. This process teaches trainees to collaborate and co-operate. They learn to share their knowledge and their life and work experience and as a result all are enriched by the process. Peer coaching, peer evaluation, peer counselling, peer support groups etc. are organized to facilitate cooperative and collaborative learning throughout the training program.

PRINCIPLE IV: LEARNING IS AN EVOLUTIONARY PROCESS

"Rome was not built in a day", nor does learning occur overnight. It takes time. We must allow for free and open communication. Mistakes are necessary. Ambiguity and self-discovery need to be present. there must be freedom from threat. Granted it would be easier to say "you do it this way" than "How do you feel it should be done", but then you would be imposing a process, not helping learning. Take time and use all your skills.

APPLICATION AT NEW CAREERS

Most New Careers training projects last 18-24 months. This time allows for learning to evolve, and competencies to become perfected. On the road to competency perfection trainees are given many opportunities to practice these competencies both in the classroom and on-the-job. They are encouraged to excel to the best of their ability and are given feedback on how to improve their performance. There is no negative sanction to making mistakes, and in fact making mistakes is regarded a helpful process because then specific feedback can be given that will allow growth. Trainees are encouraged to think through the material on their own to come to a personal understanding of it.

It is expected that trainees will continue developing their competencies once they leave the classroom.

At New Careers learning evaluation (assessment) is seen as a tool to facilitate learning not an end in itself as used in traditional education.

PRINCIPLE V: LEARNING IS A HIGHLY UNIQUE AND INDIVIDUAL EXPERIENCE

Everyone has a unique learning style. We are to help our people discover their most effective style. Remember----discover, not impose. The best style will develop if you allow the other principles to take place. As the learner becomes exposed to and experiences learning methods, personal styles and approaches will be modified to become more effective.

APPLICATION AT NEW CAREERS

New Careers is very cognizant of the variations in learning style. Because of this we attempt to utilize a variety of training techniques to reach as many of the learning styles of our trainees as is possible. Our training techniques vary from lecturette to skill demonstration to case study to role playing to small group work to experiential exercises etc. Each competency is taught in a few ways ensuring that trainees will be able to identify with some aspect of the learning and be able to become competent.

The point is that people are different from each other and that no amount of "nagging" them is going to change them. People have different motives, purposes, aims, values, needs, drives. They believe differently, they think, conceptualize, perceive, understand, comprehend differently. Of course, their manner of acting and expressing emotions, are governed by wants and beliefs. It follows suit that these differ radically among people. We do a disservice to others when we assume their difference to be flaws and afflictions. The payoff of recognizing people are unique is that we can receive their uniqueness, and respond to them in what they need and not in what we need.

There are also conditions which must be present in the environment for effective learning to take place. These are as follows:

PEOPLE MUST BE ACTIVE

People are not passive receptacles into which we force concepts, values, etc. People are active and creative. They must be part of what is going on. Learning, evolving from action, must emerge from them not be poured into them.

APPLICATION AT NEW CAREERS

Our trainees are at least as active as the trainers, and are in fact often more active. They apply competencies analyze content and often help train. Through their activity, the trainees become familiar with and comfortable with the new ideas. Trainees work with trainers in setting up and maintaining a comfortable classroom. They participate in setting learning goals and objectives and identifying action plans to achieve these. Trainees participate in contributing content by sharing their life and work experience and by suggesting appropriate job tasks, knowledge, skills and attitudes to be addressed in the modules. Trainees participate as peer coaches, peer counsellors, peer evaluators, peer supporters, etc.

PEOPLE MUST DISCOVER THE PERSONAL MEANING
OF IDEAS

The goals of the facilitator must accommodate and encourage the individual's discovery of personal meaning in events. People must be allowed to explore and absorb behaviour satisfying and growth producing to themselves.

APPLICATION AT NEW CAREERS

An essential aspect of role playing, video recording, or small group discussions, is to process the learning of each individual. This can be facilitated by asking basic question(s). How does that fit for you? or how did you feel when you did that? What observations or insights came to you when you did that? Process the learning, encourage individual discovery in the meaning in events.

DIFFERENCES AND QUESTIONING MUST BE EVER PRESENT

If the situation emphasizes the "one right answer" approach, explanation and discovery will be inhibited. The opportunity to question and express opinions must be present.

APPLICATION AT NEW CAREERS

The first and long term question trainees have is "how does this help me with my job or life?" In our classroom training we encourage and reinforce trainees' asking questions. When trainees ask questions the teaching/learning process happens. Trainees questions help trainers to clarify what it is they are teaching and also ensure that trainees will come to an individual understanding of the material.

Taking time out to process the learning, the activities, the behaviors of the individual and the groups can support the trainees in their questioning process and facilitate individual learning.

PEOPLE MUST BE ALLOWED TO MAKE MISTAKES

It is said we learn by our mistakes. How true it is. Learning requires the challenge of new and different experiences, the trying of the unknown, and this involves making mistakes. In order to learn, penalty and punishment for these errors must disappear or learning will be severely stifled.

APPLICATION AT NEW CAREERS

We at New Careers realize that trainees have the opportunity to develop new competencies that they did not have prior to training. Trainers work hard at creating a learning environment that is supportive where adults can take risks, make mistakes and learn from them.

As mentioned earlier, there is no negative sanctioning when mistakes are made. Mistakes are reframed as learning opportunities and trainees are encouraged and asked to try again. Life struggles are sometimes seen by some people as mistakes yet we at New Careers work hard at helping one to see that struggles as another opportunity for learning. We work with staff of the participating employer to see the new worker-in-training as a person who will may make mistakes, but is capable of learning from these mistakes.

It is important that we do not support the myth that human beings are somehow made to be perfect in what they do. We encourage people to strive and excel while realizing making mistakes are a part of learning.

PEOPLE MUST BE RESPECTED AND ACCEPTED.

Learners must be allowed to retain their values, and change those requiring change on their own. The option to change, or not to change, must rest with the individual. They must be accepted for what ;and who they are, not what we wish them to be. This accepting atmosphere will leave them free to learn.

APPLICATION AT NEW CAREERS

Each person that we see at New Careers is prized and valued for their uniqueness. We do not see that trainees need to be changed but helped to be who they really are. We realize that when trainees come to us they are often frightened and unsure of what to expect. Staff spend considerable time listening and dealing with any fears that are present to ensure that a trusting relationship develops. We try not to duplicate bad experiences that may have happened in an earlier "school" experience. We also work at making the training culturally relevant and sensitive. We believe that is important to recognize cultural heritage including traditional native teaching.

Our role then is to help the learning happen.
If we are to invoke the behaviour change we wish,
we must involve all the learner's senses. In
doing so, we treat them as mature individuals
who must experience the new in an atmosphere free
of threat or punishment. As behaviour is unique,
so is learning. It must be allowed to happen.
We are the catalyst in the process helping the
discovery, encouraging and supporting as needed.
That is our role.

RESPONDING TO CHALLENGES ABOUT C.B.T.E.

As people become familiar with C.B.T.E. they have many questions, comments and criticisms about the C.B.T.E. approach. Many questions that people have about C.B.T.E. tend to centre around the same issues. This is an attempt to focus on these comments and deal with them in a constructive manner.

1) "C.B.T.E. DOES NOT HAVE AN ADEQUATE RESEARCH BASE"

It is true that New Careers does not provide funds for outside adult C.B.T.E. researchers. It is also true that as of yet there are few research findings that show that C.B.T.E. programs, as a whole, provide better learning experience than do conventional higher education programs. Nor for that matter is there any such conclusive link between conventional programs and these desired outcomes. We at New Careers do know that we succeed in providing higher education to many adults who have been structurally excluded from other forms of higher education. We do know that adults with an average of grade 9.5 and who are an average of 30 years of age do well in our training programs. We do know that in the Community College system the statistics for the native population who start have only a 5% to 15% graduation rate, while at New Careers, the dropout rate is 5% to 15% and 85% to 95% adults graduate. A very high percentage of New Careers trainees are native. We are also able to see the competence level of our graduates - this has been documented through the evaluation process.

Education research does, however support many of the aspects of the C.B.T.E. approach utilized by New Careers. Research has shown that learning is promoted in adults by such common New Careers elements as:

- having the learning being broken into small manageable units of learning.
- providing real work situations from which trainees can learn.
- providing concrete and specific feedback

2) THERE IS DANGER IN THE FACT THAT C.B.T.E. BREAKS EACH OCCUPATION INTO ITS COMPONENT PARTS

There is a fear that the sum of the parts may not equal the whole and that when you put the parts back together, they won't add up. It is a fact that the ability of trainees to demonstrate competency on individual specific tasks does not guarantee success in the world of work. It is true that learning individual skills does not necessarily lead to demonstration of the job in its entirety.

It really is impossible to look at any occupation as a whole without breaking it down into its parts. Certainly there are many professional occupations where people say it is difficult to understand this job - it could never be defined or broken into tasks. What a C.B.T.E. program has done is to rigorously and carefully identify and categorize any job, including the whole as well as its parts. Then, the entire training project is "published", so that all can see how one competency builds on another. Trainees in C.B.T.E. projects have the opportunity to move toward competency in the whole occupation through a step-by-step acquisition of essential subparts. Trainees then have many opportunities to put all the pieces together under the supervision of a trainer/coordinators or an on-the-job supervisor. Trainees have the opportunity to develop the competency in a real work situation. In fact the sum of the part often equals more than the whole.

3) C.B.T.E. IS NOT A HUMANISTIC APPROACH

A portion of all training and education today involves attending to the affective needs and development of trainees. Unfortunately, C.B.T.E. is seen by some as a cold, mechanistic approach that ignores the affective domain and deals only with the cognitive and psychomotor aspects of learning.

Some people question whether C.B.T.E. can adequately prepare groups for the humanistic and higher - level cognitive needs of certain professions. At New Careers, C.B.T.E. is not dehumanizing or mechanistic. The method of classroom delivery is based on adult education principles (androgogy). Trainees are encouraged to get in touch with and own their feelings and thoughts. Training is designed to meet trainees personal and professional needs. Trainees are provided with ongoing opportunity to explore, express, and comprehend their feelings - and the feelings of others as well. They are, as well encouraged to develop themselves in a holistic manner - looking at mind, body, spirit and emotions as well as interpersonal relationships. This focus is for the duration of the training period. We use a variety of methods to achieve this. Although there are specific behavioral competencies that must be taught, these are taught in a completely humanistic manner.

Conventional instruction puts trainees in a dehumanizing guessing game and places the trainer against the trainees through such things as "guess what I am going to test you in". Conventional testing promotes competition (at one College a trainee cut out the pages in a library book that all the trainees were required to use on a report and thus by removing the pages he ended up as the only one completing the report). In C.B.T.E. - the attempt is to have individuals compete with themselves. They can use their energy to master the competency that they know they'll be assessed in, as opposed to "beating someone else or pleasing the teacher".

4) C.B.T.E. LOWERS STANDARD BECAUSE THE GOAL IS THAT EVERYONE GRADUATES

New Careers staff apply a rigorous method to the planning, delivery, and evaluation of learning. Many trainers maintain that standards are raised, not lowered because the trainee is involved in a holistic and behavioral learning situation. Trainees have to demonstrate their learning by actually performing the competency. The regurgitation of cognitive knowledge that is done in conventional programs is one of the easiest tests

of learning, but does nothing to check performance or set realistic standards. Using the C.B.T.E. approach trainees know where they are going, and have an actual work place to practice the development of their competencies. This greatly enhances their motivation and achievement. The trainee who isn't able to demonstrate skills may not necessarily graduate, standards are not lowered. Only those who demonstrate skill to the required standard, graduate.

Furthermore, C.B.T.E. is more consistent with the philosophy of education that believes that all trainees achieve according to their highest potential given the correct learning conditions. Also that all adults are capable of excelling and achieving high standards of performance, provided those standards are clear, realistic, meaningful and that learners are given the opportunity to learn in a non-threatening, supportive environment. We attempt to create the most appropriate learning condition for each individual that we work with.

- 5) YOU GIVE AWAY WHAT WILL BE ON THE TEST WHEN YOU LET TRAINEES KNOW THE EXACT EVALUATIVE PROCEDURE AND ITEMS IN ADVANCE. YOU ARE JUST TRAINING TO THE TEST. In C.B.T.E. you do not train in preparation for the test but for the competencies the test (or job) will require. One principle of C.B.T.E. is that testing should not be a psychological game in which the trainee tries to outguess the trainer. A trainee who knows exactly how to perform for success is more likely to learn and perform efficiently and will not worry about failing.

In New Careers, the methodology of delivery incorporates a variety of individual and group methods that enhance self worth. The opportunity to succeed in the classroom combined with meaningful work on-the-job greatly enhances this self worth and allows one to demonstrate job skills competently.

In New Careers testing is not an end in itself but is designed to identify learning progress and the tester does what needs to be done to facilitate further development of the competency. In fact, it is generally not referred to as testing but more as "competency checks". In C.B.T.E. less time is spent teaching non-essential information. All trainees can participate in teaching, supporting and evaluating their own and each other's learning progress. This is a part of the learners support system that support him/her mastering the competencies for the job.

6) NEW CAREERS C.B.T.E. CALLS FOR INDIVIDUAL WORK-TRAINING SITES.
ONE TRAINER/COORDINATOR CANNOT PROVIDE ADEQUATE SUPERVISION FOR
TRAINEES WORKING ON DIVERSE JOB TASKS AND IN A VARIETY OF LOCATIONS

The New Careers model that links education and work is one of the strong points even if there may be a lack of consistent qualified, experienced on-the-job trainer/supervisors. New Careers does make a consistent effort to involve the on-the-job trainer/supervisor in either developing or reviewing the actual training plan so that they are likely to want to participate in the delivery of training. With the realization that supervisors may not be trained in C.B.T.E., on-the-job training and other effective supervisor skills, New Careers offers the participating employer supervisors a 3 day workshop on supervisory skills.

The trainer/coordinator works with the trainee and on-the-job supervisor to address the transfer of learning from classroom to the job in order to facilitate development of skills. The trainer/coordinator identifies with the on-the-job trainer and trainee the factors that sabotage learning and develop strategies to enhance the learning progress. Therefore the on the job training takes place because we work with staff at the job site to ensure the training happens. The trainer/coordinator often may act as a mediator between the trainer and the job supervisor if a misunderstanding has taken place. We do not control the work environment, however, we are in a position to influence it as required.

7) COMPETENT TRAINERS NEED SPECIALIZED SKILLS TO TRAIN USING C.B.T.E.

Most trainers who are experienced will have many of the skills required to adapt the C.B. approach. Time and additional training will be required for the trainer to be comfortable using C.B.T.E. for training and evaluation. New Careers does provide an in house staff development training program to enable new staff to competently function in this system.

8) C.B.T.E. HAS AN EVALUATION SYSTEM THAT IS NOT CONSISTENT WITH ADULT EDUCATION

New Careers C.B.T.E. calls for the trainer/coordinator and the on-the-job supervisor to evaluate the actual learning progress to provide feedback to the trainee to facilitate further learning. This adult education program is not completely self-directed and self-paced as are many other adult education programs. There is a time frame and certain material that must be learned within this time frame. To learn, trainees require evaluation and feedback from the trainer as well as from the on-the-job supervisor. Individual and peer evaluation are only one process for evaluating individual learning. (One trainee in a recent training project claimed that he and his colleagues were not held accountable for learning because the trainers refused to do individual learning evaluations. He saw receiving evaluations as an important part of the training programs). The attitudes, skills and experience of the trainer/coordinator and on-the-job supervisor in using the C.B.T.E. evaluation system is a critical link to make the system work. The trainees use the feedback that they receive to alters their performance on the job.

In New Careers evaluation is designed to facilitate learning rather than as an end in itself which is frequently the purpose of conventional evaluation. The testing system is just not a series of tests, but critical part of a total instructional system designed to facilitate the worker-in-training to be a competent practitioner.

9) NEW CAREERS C.B.T.E. IS JUST ANOTHER FAD

The elements and characteristics of C.B.T.E. have been around a long time, however, they have never been really brought together and used under one training program. Some of these elements are: needs and job analysis, performance objectives, an on-the-job evaluation form, a link between education and work, application of adult education processes in designing and delivering the training and finally addressing the barriers that may keep some people from receiving higher education.

Aspects of C.B.T.E. programs will be around for a long time to come. New Careers C.B.T.E. is not a revolutionary fad, but the result of strong adult education practices which have evolved throughout the years and are organized under one program.

Even though a C.B.T.E. program is certainly not the answer to all higher education problems, many criticisms or disadvantages of New Careers C.B.T.E. are based on misunderstanding. New Staff are encouraged to explore, question and identify problems, concerns and solutions for effectively implementing competency based training program. Share with management and colleagues challenges you have faced in implementing a C.B.T.E. training project.

10. C.B.T.E. IS TOO SPECIFIC. IT LIMITS INDIVIDUAL CAREER MOBILITY

New Careers C.B.T. is focussed on enabling individuals to perform competently in a specific occupation. New Careers methodology of training focuses on the holistic development of individuals. The workers-in-training develop a wide variety of transferable skills. It has been our experience that individuals competently trained in one area of human services are mobile and can transfer to other locations and other fields within human services providing there is adequate orientation and in-service training for new staff in that agency.

Some trainees have taken the challenge examination available at University for mature students and have done well. Other trainees have gone on to University and found this training provides them a solid base for continuing adult education.

SUMMARY OF CHARACTERISTICS OF C.B.T.E. AS UTILIZED BY NEW CAREERS

Check the item that you have completed.

1. JOB DESCRIPTION AND JOB TASKS TO BE LEARNED ARE:

- a) based upon an actual job and a clearly defined training objective.
- b) identified and verified by job experts and community members involved in the training
- c) aided by information from other New Careers staff, other training plans and job experts
- d) organized in a training plan where the job description and tasks are the basis for the curriculum. Knowledge, skills and attitudes needed to perform the tasks are organized into classroom and on the job training modules
- e) evaluated regularly to facilitate learning progress
- f) approved by the Director of Education prior to "publication"
- g) reviewed by the participating community, or agency board of directors, and/or management for approval.
- h) made public and presented to trainees at the first classroom opportunity to inform them of what they will be expected to master.
- i) modified as required, eight to twelve months after trainees are into the training. Trainers can with their trainees and on-the-job supervisor and approval of management evaluate, adapt, revise, alter the job description and tasks to insure they are appropriate and realistic and modify classroom training to achieve this change.

2) THE TRAINING DELIVERY SYSTEM

- a) Training is both the classroom and on-the-job and is based on identified job tasks

- b) Training is organized in sequence into modules that facilitate the learning of job competencies
- c) Training is designed to promote the mastering of the competencies through group and individual learning
- d) Training uses guidelines for using effective feedback, then set new goals to facilitate further learning
- e) requires the trainee to demonstrate mastery of each competency
- f) is holistic and personalized using active participation of the individual in learning process, including the evaluation process.
- g) emphasizes the "real world" where the trainee is actually a worker-in-training
- h) emphasizes the trainee being assigned increased responsibility for the on-the-job tasks over the training period prior to or until graduation
- i) recognizes the lecture method of adult education as the least desirable method
- j) focuses on developing specific competencies
- k) incorporates skills necessary to keep jobs and looks at attitudes required.
- l) sees the on-the-job supervisor as an on-the-job trainer
- m) is designed to enable the trainee to get 'the job'
- n) is over 24 months. There are 12 two week classroom sessions and 12 to 13 on-the-job sessions of approximately 6 weeks each.

3) EVALUATION IN A COMPETENCY BASED SYSTEM

- a) recognizes that learning is a progressive process where time and practice are required to integrate competencies
- b) is done both in the classroom and on-the-job,
- c) identifies competencies to be evaluated in advance of the evaluation
- d) is done to facilitate learning and mastering the job
- e) believes that theory and attitude are best evaluated through demonstration of skills that utilize the theory

- f) is completed by trainees (their colleagues) their job supervisor and the trainer/coordinator. Where necessary skills to evaluate are taught through hands-on coaching.
- g) recognizes when a worker-in-training cannot perform a competency and analyzes what supports/factors are necessary to help acquire the competency. An action plan is implemented to enable the trainee to be competent
- h) uses effective feedback skills as the means to discuss the evaluation ratings and content.

ETHICS FOR TRAINER/COORDINATORS AT NEW CAREERS

(Much of this article has been borrowed from the 1977 annual handbook for Group Facilitators article "Ethical Considerations in Consulting" by J. William Pfeiffer and John E. Jones).

As New Careers grows in numbers of staff and variety of training projects it becomes more important to produce a statement on ethics for New Careers as an organization. It is necessary to consider with care what is ethical, what is not ethical, and what may be ethical but irresponsible, imprudent, unprofessional or incompetent.

The issues in this article have been divided into four areas to consider:

- 1) Self & Colleagues
- 2) Individual Clients
- 3) Training Groups
- 4) Organizations

1. SELF & COLLEAGUES

1.1 PRESENTATION OF PROFESSIONAL QUALIFICATIONS

An important issue for trainer/coordinators is the presentation of our professional qualifications. It is incumbent for all trainer/coordinators to ensure that our experience is represented accurately so there are no implied accuracies of qualifications, experience, and/or education. It is important to balance the representation of our professional competence in a way that gives equal weight to both our strengths and our limitations. Contracting with a colleague to obtain feedback on our strengths could greatly facilitate us having an accurate picture of our strengths.

1.2 THE TRAINER/COORDINATORS HEALTH

The issue of health is particularly important to all trainer/coordinators. We are responsible for monitoring our own physical and mental, emotional health. If for any reason a trainer/coordinator is feeling "stretched" then our work either in the classroom or in the field is going to be affected. We have a responsibility to recognize that if we are physically ill or emotionally chaotic, then we cannot adequately attend to our responsibilities to our clients. If we cannot pay attention to people, and cannot be empathic then we will not be able to teach either. It may be necessary to take a break to "get our own act together".

When we are below par, we cannot give the clients our best. At New Careers, we believe that we are responsible for delivering the best training services of which we are capable.

1.3 MEETING OUR OWN NEEDS

Not only are trainer/coordinators called to be concerned about our own health, we have a responsibility to also be aware of our needs and whether those needs will be imposed on the trainees. As with all people, trainer/coordinators usually get our own personal needs met, it is simply a matter of how and by whom. If, for example, one has a big need for power or control, then she/he is likely to meet that need through trainees and possibly at their expense. If we are first concerned with our own needs our group is going to suffer. If we are unhappy at work, or our home life is not the way we like it, is quite easy to alter group process to ensure that the trainer/coordinator gets the emotional support needed. We cannot allow our own needs mental, emotional, physical and relationship, etc. to jeopardize the development of the group. One person should not be

allowed to manipulate an entire group for that person's sole benefit. Trainers role model effective performance - use of knowledge, skills and attitudes. As trainer/coordinators it is critical that we do not ask trainees to do what we are not prepared to do, e.g. apply stress management skills. We need to role model how we are using these skills to meet our needs effectively.

1.4 PROMISES

Regardless of the kind of training to be performed trainers cannot ethically promise that we will be able to bring about certain types of outcomes. Nothing can be guaranteed when working with people. We cannot promise people what will be different as a result of their efforts. We cannot imply that people will be different when training is over. This is because some people may be unable or unwilling and trainers cannot force them to achieve any specific outcome. We can simply state that they may learn some skills that they will be able to use. What trainer/coordinators can promise to do is to be interventionists, to work hard and to be sensitive and resourceful in any given situation.

1.5 PUBLIC CRITICISM OF OTHER TRAINER/COORDINATORS

There are issues that relate to how we as trainer/coordinators behave towards each other. When we talk to trainees or training agencies about each other it makes sense to either comment in a positive manner or not comment at all. We should not either subtly or directly put down any other trainer/coordinator. We need to meet with the trainer/coordinator who we have critical comments to make to and discuss our concern.

1.6 CONFRONTING

If we as trainer/coordinators have serious reservations about the competencies or behaviour of a colleague (your partner or someone that you work closely with) then we are ethically responsible for confronting that individual. We need to give that person specific feedback on the behaviour that we believe is unethical. It is also important that the person knows that you are not going to lend implicit support to what he/she may be doing. If that person's behaviour is not modified you need to go see a supervisor. This clearly is an uncomfortable decision. However, we at New Careers, can not afford to have our effectiveness undermined by someone else's incompetence or unethical behaviour. It is a difficult problem. The strong tendency is to decide not to confront just to "let it go", but failing to confront when there has been a serious breach of ethics can be irresponsible. "To decide not to confront is a decision". This can sabotage achieving the training objective of the project as well as having a negative impact on the organization.

1.7 TEAM TRAINING (CO-TRAINING)

Team training can be superior to working alone where it functions well. Team members can compliment each other and divide the numerous responsibilities in planning, designing, organizing, delivery and evaluation.

Individuals with different styles of working and theoretical backgrounds can easily impair each others effect on individuals and the group. To avoid distracting trainees, trainers need to share with one another their training style, strengths and weakness and who will do what, when, where, how, before and during and after the classroom training. A part of this sharing is to identify behaviours that would create suspicion and distract trainees. There

is a need to avoid "conferencing" in the classroom and avoid using too many interventions because it can stifle trainee participation and learning. We need to be in touch with different intervention styles to be supportive to one another and trainees. Where we avoid addressing these items and others, it results in the trainees getting less than effective training.

2. INDIVIDUAL CLIENT ISSUES

2.1 EVALUATING TRAINEES

Evaluating participants is ethical if everyone involved understands the rules and is aware that this is going to happen. What would be unethical in education is if the trainer did not previously inform the trainee that they would be assessed or did not present the competencies to be assessed before hand or if they disclosed information about the trainee that had been gained through a confidential counselling session. Trainees should have access to all evaluation material.

2.2 CONFIDENTIALITY

Violating confidentiality is an obvious ethical breach. If someone asks us as trainer/coordinators to keep something private and we agree to do so, but do not that is being unethical. Very often we trainer/coordinators find ourselves caught in a trap. Someone has confided in us, but we are not free to discuss that information, although its disclosure could clear the situation.

We have to be careful about letting ourselves become recipient of a great deal of confidential group information. It can tie our hands and stifle effectiveness. If someone wants to give you confidential data, then you might want to explain to them that there may be limitations on the confidentiality. You may have to tell the person that, instead, you are willing to keep the data anonymous. Under these circumstances people generally disclose the same information. If possible the best thing to do is to refuse to accept information

if it is labelled "confidential" this makes it much easier for you to deal authentically with a situation. Trainees need to know that often confidential data may be shared with our supervisors as part of our own supervisory process.

Another area where we have to consider confidentiality is in regards to the information that we have access to as a result of our relationship to training agencies. Anything that we may learn about these agencies, their policies, practices and clients must be kept confidential and not discussed in the community.

2.3 SEXUALITY

Trainer/coordinators, and group facilitators like teachers, therapists and counsellors have powerful roles. That is participants in human relations, experiential training respond to the us as trainers differently from the way they would respond to the us in a peer relationship. If trainer/coordinators have a sexual relationship with a trainee, then we have clearly violated the standards of ethical behaviour. It is unethical to be involved with someone over whom we have power. As the trainer, and in some cases the person who pays the trainee's salaries, we are clearly in a power situation.

The reality in the situation is this, if you are heavily involved personally with a participant (either sexually or emotionally) you are:

- 1) less able to be objective about that person's work or classroom performance
- 2) less available to be responsive to other trainees. Most trainees will sense if a special relationship exists between a trainee and one of the trainers. Such a situation often results in jealousy, and resentment.

It is also worth mentioning briefly that engaging in sexual relations with your co-trainer is at a minimum, likely to be distracting to the work at hand. Your major commitment is to the trainee and anything that jeopardizes your effectiveness should be avoided.

3. TRAINING GROUPS

3.1 DECEPTION

Sometimes structured experiences and other training techniques involve deception - withholding information from trainees for strategic teaching purposes. Trainees need to know they have a right to participate or not to participate in experiential exercises. We must be careful to process each learning activity thoroughly. Some structured experiences might require that the facilitator not discuss the goals before the activity. They must be presented prior to or made explicit later depending on the procedure you use. A general training rule that is helpful is "no surprises". Everything relating to expectations, procedures and "why we do what we are doing" is open to trainees.

3.2 CO-OPTATION

If a trainer coerces people into doing something that they really do not want to do or feel inadequate prepared to do, then that trainer is involved in unethical co-optation. For example, in a workshop, part of whose purpose is to involve people in giving each other feedback. Effective feedback skills are used so an individual has the option to be involved. An ethical trainer will not suggest to the person that the activity is harmless, but will explain that an ability to perform this skill is critical to being competent in their occupation area, and that there might be negative consequences to their refusal to take part (incomplete on transcript and if it continues it might impact on their ability to graduate). It would be co-optation if a person was forced when there were unprepared or unwilling.

Groups, also can become tyrannical, they can pressure someone to participate when that person does not really want to participate. It is the trainers responsibility to protect the rights of individuals and ensure that the group isn't putting undue or unnecessary pressure on. Group members need to be involved on an ongoing bases to process the group's helpful and harmful behaviours.

All trainees however, need to become aware of the fact that human service jobs require people to have self-awareness skills. It is expected that they talk about themselves, their emotions, values and beliefs and to receive feedback. A link to the job needs to be made so trainees understand that these skills are initially practiced and developed in the classroom.

3.3 USING TRAINING METHODS/TECHNIQUES

All training methods and techniques can be used unethically. Where there is considerable trust necessary prior to use a method of self-disclosure, it is critical that appropriate learning activities are used to obtain required trust level. To require trainees to participate in a high level of risk taking prior to creating an ambience for such risk taking would be unethical. All trainers need to be aware of the possible impact that specific training methods and techniques have on individuals and a group. Trust is built with individuals of the group. Trainers need to be in touch with the level of trust that is functioning at any particular time. Individual rights to participate or not to participate in experiential learning method or technique needs to be guarded at all time. Individuals have their own barometer that tells them if they can participate in self-disclosure learning activities, this needs to be respected. Frequently it is not the method of technique that is inappropriate and unethical as it is the "why, when, where, how" used in training. Trainers have a responsibility to be in touch with what they do as well as why and how.

3.4 LINKING CLASSROOM TRAINING TO WORK

It is irresponsible for a trainer to conduct New Careers training without focusing attention to the transfer of the training to the job. The integration of learning cannot be left to chance. In using experiential learning, the trainer must be careful not to cut short its full cycle. Trainees need to be directed to answer "how am I going to transfer this new learning on my job?" Part of the responsibility of a trainer is to help people come to grips with the ways in which they want to grow to become a more effective person and practitioner in their field of work.

3.5 REHASHING

If trainers do the same training over and over again, by rote not learning anything new or improving their professional skills, then they are robbing their trainees. We have a professional obligation to keep our training modules up to date and appropriate. We need to generate new ideas, content and methods. We need to strive to experiment to refine our style and improve our androgogical, methodology as adult educators.

3.6 ORGANIZATIONS

Trainer/coordinators need to determine what the values of the on-the-job training agency are. If we cannot accept those values, either we have to get out or try to change the organizations values and declare to trainees, and the agency our agenda. If you are working with an on-the-job supervisor who has a philosophy that you cannot accept, or treats trainees and clients in a way that you cannot accept, then you must either confront that person's values or not work with that agency/person.

3.7 GUERRILLA WARFARE

If you decide that you cannot accept a particular organization's goal, it is clear that you should not work for that organization. It is even clearer that you must not agree to work for the agency and then surreptitiously undermine it. If you engage in covert activities that are not correlated with the goals of the organization or that are antithetical to them, you are engaging in unethical behaviour. Trainers also have to be aware of the fact that we are modelling appropriate methods of change, and must model appropriate confrontive behaviour, rather than hiding in the wings and being deceptive.

3.8 EVALUATING LEARNING

After conducting training sessions and making various interactions with the on-the-job agencies on behalf of trainees, trainers must follow through to identify the effects of what they did and determine whether further work is needed. This is always a difficult task when we work with people. In dealing with large organizations, trainers are aware of the complex political, environmental, and leadership pressures, inside and outside. We know that the effects of their work may not be immediate or obvious. Even though much of what we do is subjective in nature, we still must determine whether what we did made a difference and must assess the nature of this difference. Did the trainees skills improve? Did the service delivery to clients improve?

3.9 HATCHET JOBS

Doing someone else's dirty work that effect the trainee or participating agency is neither ethical nor prudent. If trainers do, their own reputations may suffer. Our reputation as trainer/coordinators is critical and if we carry out someone else's unpalatable tasks of management, our reputation may be questioned and our effectiveness jeopardized. If you sense that someone has a

hidden agenda, it is necessary to effectively curfew that, rather than go along with it.

CONCLUSION

Although the consideration of ethics in human service training is imprecise at present, we believe that the key to understanding the issues lies in a few pertinent words: power, sensitivity, responsibility, motivation, and caring.

You, as a trainer or a coordinator, are in a position of power, simply by virtue of your role. You need to be sensitive to the fact that people will have different expectations of you than of anyone else in the situation. Because of these heightened expectations, you must be clearly aware of your responsibilities. Trainers are responsible for monitoring the climate of the groups with which they work; for facilitating openness, so that people will feel free to explore and experiment for providing sufficient structure so that learning can take place; and for helping the group to maintain themselves. You are responsible for yourself and the effectiveness of your own helping behaviour; you are not directly responsible for the behaviour or the learning of others.

Motivation and caring are critical final determinants of ethical behaviour; you are less likely to be unethical if you are concerned with benefiting the trainees than if you are thinking of taking care of yourself at someone else's expense. Too great a desire for stature, for example, puts your motivation in doubt. In the end, a decision based on a sincere concern for people is likely to an ethical decision.

OTHER HELPFUL NEW CAREERS TRAINER RESOURCES

Check with a date when you have read or used these resources)

- _____ New Careers staff orientation manual
- _____ Trainer resources found in the Curriculum Resource Centre
- _____ New Careers trainers job description and task list
- _____ New Careers: Coordinators job description and task list
- _____ New Careers (this is a trainee pamphlet)
- _____ Origins, purpose and description of New Careers program
- _____ New Careers - an alternative post secondary education program
- _____ New Careers Competency Based Training and Education System
- _____ Basic characteristics that distinguishes between New Careers
adult Competency Based Training and Traditional Programs for
Adults
- _____ Goal of New Careers Education
- _____ Competency Education and Evaluation Issues and Dilemmas
- _____ New Careers Competency Based Training process
- _____ Techniques for transforming training into performance

Consultation to staff is available from the staff consultant on C.B.T.E. and the Director of Education and other colleagues on all aspects of the competency system, training plan, module design, delivery, trainee evaluation-competency records and the final transcript.

RECOMMENDED NEW CAREERS STAFF TRAINING COURSES

(Check off and include a date when you have completed these.

_____ Instructional Design Workshop - run by New Careers when four
or more new staff are available.

Development and Training Branch of the Civil Service Commission
provides a number of courses that are recommended for new
staff trainer/coordinators.

_____ Learning to Learn
_____ Instructional Skills
_____ Instructional Techniques
_____ Conducting more effective meetings
_____ Consulting Skills
_____ Coaching and Counselling
_____ Basic media
_____ Overhead transparency
_____ Slide Presentations workshop
_____ Supervisory Basics